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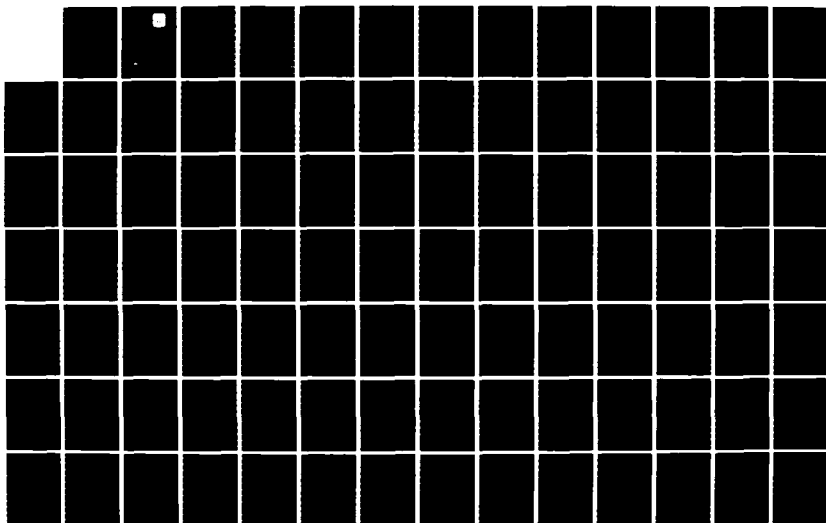
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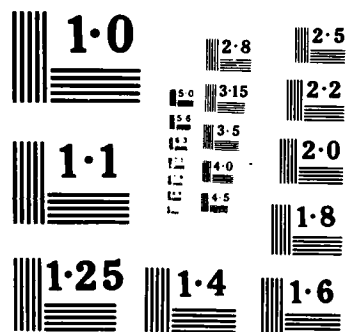
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STUDY PROJECT

AN ANALYSIS OF THE US ARMY ADVANCED MANAGEMENT PROGRAM

BY

LIEUTENANT COLONEL MICHAEL M. ROSENFELD

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program directors; and by a general literature search and review of official publications, letters, and regulations. The tremendous and growing use of these various programs by major corporations, the strong positive opinions of prominent educators, as well as the almost totally favorable response by recent attendees indicate that the Army's investment in senior level management courses at leading civilian universities is well placed. Although the worth of these civilian programs may not be directly measured in terms of acquired skills of immediately applicable knowledge, their value instead is that they immerse the participants in a persistent discussion of the underlying values upon which our civilization is based - values too often taken for granted. The Army should continue this valuable program, but should develop a feedback method to more closely monitor its effects.

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USAWC MILITARY STUDIES PROGRAM PAPER

AN ANALYSIS OF
THE US ARMY ADVANCED MANAGEMENT PROGRAM

AN INDIVIDUAL STUDY PROJECT

BY

Lieutenant Colonel Michael M. Rosenfeld

Colonel Robert L. Sloane
Project Adviser

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US Army War College
Carlisle Barracks, Pennsylvania 17013
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ABSTRACT

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The basic question is whether the US Army Advanced Management Program (AMP) provides worthwhile training and education to Army colonels and if it is, in fact, the best source for this training and education. The history of this type of civilian management program was traced from its roots and a detailed analysis of current officer development was conducted so that AMP could be viewed in its proper perspective. Data was gathered by interviewing recent Army participants, current military administrators, and university program directors; and by a general literature search and review of official publications, letters, and regulations. The tremendous and growing use of these various programs by major corporations, the strong positive opinions of prominent educators, as well as the almost totally favorable response by recent attendees indicate that the Army's investment in senior level management courses at leading civilian universities is well placed. Although the worth of these civilian programs may not be directly measured in terms of acquired skills of immediately applicable knowledge, their value instead is that they immerse the participants in a persistent discussion of the underlying values upon which our civilization is based - values too often taken for granted. The Army should continue this valuable program, but should develop a feedback method to more closely monitor its effects.

PREFACE

This individual study project was inspired by a suggested list of study topics that was distributed to members of the USAWC Class of 1986. The author pursued this topic because of his prior experience in officer development within the Pennsylvania Army National Guard and because of his desire to evaluate a unique program that could easily be terminated in a rush to reduce military expenditures if adequate justification were not readily available. The cooperation of USAWC faculty members, and USAWC library personnel were all major factors in my being able to complete this project within a compressed time period.

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ORGANIZATION OF THE PAPER

This study project will first discuss the overall method used by the Army in pursuit of "Officer Development" from second lieutenant through colonel. This is done so that a perspective for non-traditional training can be developed.

Following this "base" of information, a detailed look will be taken at the Army's Advanced Management Program (AMP). Topics will include the history of its authorization, the selection process (past and present), interviews with key administrators, and other related matters.

After that will be a compilation or thoughtful comments from directors of several prestigious university programs that have most recently been used by the Army as part of AMP.

Finally, conclusions are drawn from this data, with several recommendations being offered to improve this program.

CHAPTER I

INTRODUCTION

Army Regulation (AR) 351-23, Advanced Management Training for Senior Officers, authorizes one of the most unique and least known programs for the education and training of colonels in the US Army. Evolving from a concept that had its origins during World War II, the Advanced Management Program (AMP) sends those colonels it wishes to educate in corporate level management skills to prestigious civilian institutions throughout the free world, usually for periods from one to six weeks.

Significantly, the Army was a primary originator of these types of civilian training programs which have now mushroomed into one of the fastest growing aspects of civilian graduate colleges and universities. Accordingly, this study will attempt to examine any benefits accruing to the Army because of the AMP and to determine whether or not there is any significant value to personnel in positions of senior military leadership.

ARMY INVOLVEMENT IN EXECUTIVE MANAGEMENT PROGRAMS

The Advanced Management Program (AMP) is designed to provide Colonels Advanced Management Training through upper management courses at civilian colleges and universities.¹

This simple paragraph in Department of the Army Pamphlet (DA PAM) 600-3 tersely describes what is probably the least known and most unique program dealing with the professional development of colonels in the US Army. My search for a detailed "one stop" published summary of all aspects of the AMP proved futile. However, I was able to glean a very

clear picture from an assortment of published documents, personal interviews with all key Army administrators charged with operating the program written course evaluations by recent "Graduates," and short questionnaires sent to course directors at those civilian universities chosen by the Army to receive the selected colonels.

BACKGROUND

The dawn of university education programs in the United States occurred in 1931 when Professor Edwin Schell established what is now the Sloan Fellows program at the Massachusetts Institute of Technology. In 1943 the War Department requested the Harvard Business School to inaugurate the first war production retraining course which became the Harvard Advanced Management Program in 1945²

Executive education in the United States was a follow-on to the continuous growth of undergraduate education in business schools which began with the founding of the Wharton School at the University of Pennsylvania in 1881. Educational institutions in the United States and in fact, throughout the world, quickly realized the value of Management Development and that senior executives could benefit greatly from a mid-career academic experience.

During the fifties and sixties there was a trend toward "residential" programs that required the student to "drop out" of the hectic business atmosphere to become totally a part of a 100 percent academic environment. Major institutions offered functional programs in marketing, finance, and operations, which became part of an interrelated set of programs created to meet the varying needs of executive participants.

During 1985 over 12,000 executives from government and industry attended university residential management programs in North America at leading universities, clearly indicating that a well established "industry" has developed adding significantly to the skills of the participants as well as to the effectiveness of management itself.

STATEMENT OF THE PROBLEM

Through the Advanced Management Program (AMP), the Army sends those colonels it wishes to educate in corporate-level management skills to special executive development courses at leading civilian colleges and universities, usually for periods from one to six weeks. Because costs for this program have risen considerably, the selection procedure for participants has recently changed significantly. This as well as other factors indicate that a study is appropriate to ascertain what benefits accrue to the Army because of the AMP and to determine whether or not there is any significant value to personnel in positions of senior leadership within the Army.

HYPOTHESES TO BE EVALUATED

Although many aspects of Advanced Management Training are discussed in this study, three main hypotheses will be evaluated:

1. The current selection procedures for the AMP, to include worldwide "publicity" of the program, are effective in determining who will utilize the education for the maximum benefit to the Army.

2. The Army would reap great cost-effective benefits if a substantial number of additional officers were authorized to participate.

3. The AMP provides significant and valuable training for key personnel that is unavailable through other means.

METHODOLOGY

The following "blueprint" was followed to gather comprehensive data for this study:

1. Preliminary Research: Review as much significant literature as possible on university-sponsored executive management courses in general, and the US Army Advanced Management Program in particular, as well as traditional methods of Army officer development.

2. Meet with a group of Army colonels who have recently attended university sponsored programs, to develop significant issues for discussion in the study.

3. Visit the AMP proponent, the US Army Military Personnel Center (MILPERCEN) in Washington, DC, to interview those personnel who are directly responsible for the supervision and administration of the program.

4. Develop and distribute a short questionnaire for Directors of University Management Programs most recently utilized by the Army.

5. Visit the US Army General Officer Management Office in Washington, DC for that agency's insight on how the AMP education impacts on a "Graduate's" career, and how it perceives the effectiveness and appropriateness of this unique program.

6. Review all data, formulate conclusions and recommendations, and prepare a final report in accordance with guidelines established by the Military Studies Program at the US Army War College

DEVELOPMENT OF THE ISSUES

Prior to embarking upon the detailed study of the AMP, a conference was held to develop significant issues that were deserving of further research. Attendees consisted of the author and five members of the US Army War College faculty who have attended courses that are available through the AMP.

The discussion encompassed method of selection of attendees, curricula offered, as well as many fascinating elements that could easily be overlooked. Naturally, there was not always total agreement on all aspects, but a consensus on the issues was reached, at least on the determination of whether or not an issue was actually significant. Each issue involves a set of circumstances that calls for an analysis of recent decisions and developments, or poses a point or question justifying further consideration.

Issue no. 1 - Method of Selection of Participants

Immediately prior to 1985, selection of AMP attendees was "position" designated. That meant an officer had to be occupying or be programmed for one of the worldwide positions approved by the AMP board before other credentials were even examined. For Academic Year 1985, the rules were changed to allow selection of colonels by board action after applied having as an individual or having been nominated by their Major Command or Colonels Division, MILPERCEN. Questions raised are: (1) is this new selection procedure an improvement?, (2) Does this

procedure consider that frequently this will be the first time many civilian "classmates" will be exposed to senior military officers?, (3) Does this new selection procedure lead to a tendency to reward for past performance rather than for future potential? and (4) Is a "selection board" the best way to select participants?

Issue no. 2 - Course Applicability

Much of the content of the various courses may not be applicable to the particular officer attending, unless (1) the individual has a strong background in business or (2) the management arena in which the education is to be applied is very similar to the marketing and financial field.

Issue no. 3 - Beneficiaries of Education Programs

The universities gear instruction to vice-presidents, plant managers, etc., with the main theme being "profit-making." Obviously, the Army is a "service" organization with different needs, and the "profit" area is probably new to most colonels. However, the typical curriculum includes leadership, stress management, and conflict handling, as well as many other topics in which senior officers are already schooled. Perhaps, then, larger benefits accrue to the civilian members of the class who have a unique opportunity to learn more about the military perspective to management, and alternatively, what knowledge can be translated into and used in a military environment?

Issue no. 4 - Selection of University Programs

Each year the Army utilizes fewer than one-tenth of the available college and university development and management programs. How is the

selection made and does the successful applicant have a significant input into the decision process?

Issue no. 5 - Evaluation of "Best Source"

Is this type of education the best way to accomplish what is needed? Are we just buying what's available? Could the resources be used for "in-house" training that could be made available to more officers?

Issue no. 6 - Program Evolution

What are the origins of AMP? How has it evolved? Has it "improved with age," or has it been wandering through the years without careful analysis and strengthening?

Issue no. 7 - Participant's Time Remaining in Service

Following completion of this expensive training, does the officer remain in the Army long enough to significantly utilize the lessons learned? Simply stated, does the Army get a meaningful return on its investment?

While many other aspects of the AMP are examined, these basic issues served as a "roadmap" in the pursuit of this analysis.

ENDNOTES

CHAPTER I

1. US Department of the Army Pamphlet 600-3, para. 3-20a.(7) (Hereafter Richard to as "DA Pam. 600-3.")
2. Samuel A. Pond and Dorothy L. Pond, editors, Bricker's International Directory, p. XXV.

CHAPTER II

ARMY OFFICER DEVELOPMENT

To gain a proper perspective for the analysis of a non-traditional method for accomplishing something, the traditional and current methods should first be discussed. This process will begin with the basis for the education and training of officers in the United States Army.

THE BASIS FOR OFFICER DEVELOPMENT

In August 1977, the Chief of Staff of the Army directed that a Review of Education and Training for Officers (RETO) be conducted as a matter of importance. The study group was charged with developing appropriate training and education policies and programs with the prospect of implementation in a constrained resources environment during the Fiscal Year (FY) 1980-1984 time frame. It was to be an attempt to build a philosophical foundation for the determination of education and training requirements for US Army officers in the 1990's.¹

RETO started out by declaring, "The destiny of the Army is, in a very real sense, in the hands of those responsible for the development of its officers." That short phrase aptly characterizes where the emphasis must be. Unless a development program is clearly developed and defined, experience tells us that only rarely would a busy, committed colonel take the necessary time to independently develop his potential.

Military officers are quite unique in that they shoulder 3 major responsibilities simultaneously: (1) They pursue a career of successive assignments and promotions, (2) They maintain a national institution

called the US Army, and (3) They sustain the expertise, structure, and values of a profession.²

Additionally, he or she must be a soldier. Norman R. Augustine, President of Martin Marietta Denver Aerospace, in testimony before congress stated:

In my operation we have 16,000 employees performing a variety of important tasks, but I can't quite imagine having recruited them by saying: Now this job I'd like you to take will require you being on call 24 hours a day 365 days a year. You will be expected to pick up and move every three years to anywhere in the world you are told and frequently you will be unable to bring your family with you. Often your family will be required to live in substandard 40 year-old temporary housing and, by the way, I can almost guarantee that if you spend your entire career with us you will at some point be placed in a position where you will be shot at by some people intent on terminating your life permanently.³

Significantly, RETO began its study by emphasizing that, "one further requirement for officer members of the Army Institution is conducting themselves in a manner that will build and sustain strong bonds of mutual trust and confidence between the Army and the public it serves."⁴ In this regard, US Army Officers work much closer with their civilian "bosses" than in most other countries.

Projecting into the future, the myriad of issues that are brought before officers each day requires people who can think and make decisions, in many different roles. They will perform as specialists in the combat arms at the company officer level; or as mid-career managers upon attainment of field grade rank; or as executive "generalists" in the senior grades. How well they will think and make decisions in the 1990's will depend on the quality of their continuing learning in the Army's System of Professional Military Education and Training."⁵ RETO

recognized in 1978 that much had to be done by the Army if it were to adapt its officer education and training programs to the changing times of the 1990's, particularly the introduction of new technology and the Army's responses to societal changes.

Within the Army, the executive level is alternatively defined as either a combination of colonels and generals or sometimes, just Generals. RETO stated that both colonels and generals "provide the necessary Executive Management" in the Army, and this is the parameter we shall accept for purposes of this study.⁶ Professional development of general officers is designed and implemented by a separate agency the General Officer Management Office (GOMO) under the watchful eye of the Chief of Staff of the Army. More philosophically, R.J. Greenly and E.B. Maple have suggested that "an executive is any supervisor in any organization who possesses the courage to dream, the ability to organize, and the strength to execute"⁷

The attributes of a senior executive in private industry are very similar to those sought in senior Army leaders and managers. Mahler and Wrightnour suggest that those attributes fall into two categories. The first is general in nature and deals with the individual's character traits consisting of his intelligence, communicative capabilities, ability to work with people, objectivity, creativity, personal courage, and drive.

The second category of executive attributes is that of functional qualifications. These are such factors as past performance, ability to breed confidence, ability to make decisions, have a built-in method of sensing changing conditions, and the ability to develop effective solutions to problems. Senior executives in the Army, therefore, should

have demonstrated both the personal characteristics required for leadership in almost all fields of military life and the functional qualifications needed in specific fields.

Primarily, this study deals with the first set of attributes -- those general characteristics that transcend the multitude of Army functional areas. Senior level executives in the Army must manage diverse functions and are frequently called upon to make effective decisions in areas of marginal technical competence. They must be proficient in problem identification, problem solving, and problem avoidance. No discussion of a senior Army officer's activities should fail to note that "the specific professional expertise of senior officers should be in the conduct of land warfare by corps and larger forces, to include force planning and structuring, command, management, strategic deployment and tactical employment of units marshalled on short notice for specific purposes."¹⁰ All this must be accomplished within constraints dictated by national or international considerations.

Senior leaders in the military serve as role-models for subordinates, so they are destined to set the standards and directions of the officer corps, particularly in terms of professional values and norms of conduct. This means that they must first have the proper knowledge and, second, they must be able to influence others.

TRAINING VS. EDUCATION

The terms "Training" and "Educating" are frequently used interchangeably, but they have different definitions. Training is a process in which personnel are assisted in learning technical knowledge

and skills so that they can become proficient in performing a specific task or tasks. Educating is the process of assisting a person in developing mentally or morally.

The distinction is significant because each process calls for differing methods of instruction, student feedback, amount of research and creative writing, and faculty/student ratios. "The educational process is more dependent on formal resident instruction in which a specially educated faculty member lead seminar discussion and guides individual study based on the terms and interests of each student."¹¹

Quite often, both training and education takes place simultaneously, as it does in Officer Professional Development. The exact nature of the mix at any given time depends on the officer's particular level of professional development.

Frequently there are great similarities between Army and civilian approaches to executive development. Like the corporate business world, the Army has seen fit to send a small number of senior officers annually to an assortment of executive development programs at leading colleges throughout the United States and the rest of the free world. Benefits derived from these programs are not easily listed, and it is very difficult to determine a program's contribution to the ultimate success of a particular officer because only carefully selected officers with outstanding potential ever attend.¹²

RETO recommended that a methodology be developed "as rapidly as possible" for assessing costs and benefits, indicating that there was a "gut feel" that a modest increase in Army participation may be far less than is really needed. The study also suggested that selection for this

training had a potential positive impact in the area of officer retention.

The objective of officer education at the senior level is:

To broaden and increase the professional competence of Army officers destined for assignment to senior executive position (colonel and above) in which they will be expected to possess the experience, specific skills, knowledge, and abilities to make a meaningful, professional contribution in that capacity.¹³

There are many colonel positions which require primarily broad experience and mature judgment in the exercise of routine staff and management functions at any level, or significant expertise in a given specialty. No further training or education may be necessary for the officer in that position.

FORMAL STUDIES ON OFFICER DEVELOPMENT

In May 1984, the director of the Professional Development of Officers Study (PDOS) group was tasked by the Chief of Staff of the Army (CSA) to reexamine all aspects of the Officer Professional Development System as it has evolved since the 1978 Review of Education and Training for Officers (RETO) study, and to project the applicability of that system, and offer its recommendations up to 2025. During the succeeding nine months, the study team projected itself into every area of officer professional development, with special emphasis on education, training and roles of the major players in the professional development process, returning to the basic question of what an officer is, designing a statement containing the fundamental principles of officer professional and leadership development, and tailoring strategic goals to focus Army efforts.

PDOS established the following set of fundamental principles on officer professional and leadership development that served as a basis for the study itself as well as the ensuing recommendations:¹⁴

a. The goal of the Officer Professional Development System is to strengthen and fortify the will, character, knowledge and skills of those who lead and support soldiers. Its fundamental principle is that officers develop a vision of the nature or future warfare, expect it and personally prepare themselves and their subordinates to fight and win on the battlefield. In the final analysis, it is the requirement to meet the demands of combat that defines the value of the officer corps.

b. Our capacity to defend our nation and preserve the vitality of the Army of tomorrow depends on the state of officer development today. Therefore, through a sequential and progressive system of education, training, socialization and assignments, the officer corps continuously develops to effectively lead the Army and efficiently manage its resources across the full spectrum of conflict.

c. Underlying this development process is the foundation that all officers:

1. Are Professional. Officers personally adopt, model and instill in their subordinates the values that form the basis of a distinct lifestyle and code of behavior. They are worthy of special trust because their character and integrity are above reproach. They command confidence and respect for excellence in their profession; are loyal to the Nation and the Army; are self-disciplined to ensure that their own moral and ethical well being are maintained; and exhibit selfless service to the Army and the Nation in all of their actions so as to ensure that they accomplish their responsibilities with no thought of taking unfair advantage and with the least costs in terms of lives and national resources.

2. Have a Warrior Spirit. Officers accept the responsibility of being entrusted with the protection of the Nation; prepare physically and mentally to lead units to fight and support in combat; maintain skill in the use of weapons, tactics and doctrine; inspire confidence and an eagerness to be a part of the team; have the ability to analyze, the vision to see, the integrity to choose and the courage to execute.

3. Progressively Master the Art and Science of Warfare
They personally pursue technical competence through education, training and mentors available to them; build on the fundamentals of the profession by increasing their knowledge and skills in tactics, strategy, the application of technology, logistics, military history, the human factors of war and establish a pursuit of remaining current in and consider the future consequences of events and environmental factors so as to gain an understanding of the nature of future war.

4. Are Leaders. They build cohesive teams by developing subordinates through coaching, teaching and providing advice and guidance so as to train, mobilize, deploy, fight and sustain Army units that win in combat. They create a command climate which encourages subordinate initiative and fosters their satisfaction in serving the nation in the company of other equally dedicated professionals. They personally care for their subordinates and accept the responsibility for ensuring their welfare and morale while imbuing them with the values knowledge and skills of the profession-of-arms.

5. Are Action Oriented In Their Thought Processes.
They have the intellectual ability to think, plan, assess and apply judgment in making timely decisions, expand their cognitive skills which foster innovative and creative thinking while retaining their ability to take bold and decisive action.

6. Develop a Broad Base of General Knowledge.
Officers understand our own national heritage, potential enemies and the environment -- political, economic, technological, demographic, geographic and cultural -- in which then Army must effectively operate now and in the future.

d. Above all, Army officers are patriots who possess a sense of pride in our nation and a determination to preserve the values of freedom upon which it was founded.
One must keep in mind that these principles are stated as

fundamental for officers of all ranks, not just senior officers.

In addition to the fundamental principles, PDOS developed eight strategic goals that will ensure that the

Officer Professional Development System will produce the leaders that meet future Army requirements:¹⁵

1. The strategic goals of the desired system for officer professional development were derived from both the fundamental principles and the needs analysis (Chapter III). These goals provide the long term objectives of the desired system as well as the coherence and direction require in resource decision making. When emplaced over time, these goals will ensure that the Officer Professional Development System will produce the leaders that meet future Army requirements.

2. The eight strategic goals of officer professional development are:

a. Basis for the System. The overriding priority of the Officer Professional Development System (OPDS) is to develop officers to meet dynamic Army requirements by anticipating and planning for change. Within this priority, OPDS will nurture and take advantage of individual skills and professional development desires.

b. Standards for Commissioning. The Army commissions as officers only those individuals who attain established prerequisites, are of good character and are worthy of the special trust placed in those charged with the protection of the Nation.

c. Sequence of Development.

1. The OPDS ensures that all officers are initially developed to be branch qualified.

2. Opportunity for further development is weighted with regard to the individual's potential for continued service and the Army's requirements for in-depth experts in warfighting and technical fields as well as for officers capable of integrating complex weapons systems and organizations.

d. Focus.

1. Long-term. The OPDS stresses long-term coherent development to establish foundations in values distinct to the profession of arms, the warrior spirit, expertise in the art and science of war, and capacity. The system reinforces these at each level to maximize the officer's effectiveness in future assignments.

2. Short-term. To sustain current readiness, the OPDS ensures that officers are functionally prepared for each assignment.

e. Scope of Development. The OPDS develops officers to meet the requirements of the Army with sufficient regard for the need to raise, maintain and sustain the force giving priority to the Army in the field.

f. Development Priority. The OPDS ensures that all officers fully develop as leaders and prepare to assume command and leadership positions when called upon to do so.

g. Mentor. Every officer is a mentor and, as a leader, has the fundamental responsibility to develop subordinates as a means of increasing his organization's effectiveness and, as a faculty member, has the responsibility to reinforce and expand the learning experience of student officers.

h. Responsibility. Officer professional development is a responsibility shared by the individual, the unit and Army schools. Of paramount importance is the sense of responsibility and personal self-development. Army schools assist units, organizations and each individual officer in the development process.

The PDOS study group conducted two in-depth surveys to identify the strengths of, and challenges to, the then current officer professional development system. One of the surveys, the Commissioned Officer Survey, was mailed to 23,000 randomly selected commissioned officers, Lieutenant through colonel, and focused on the status of the existing system. Completed surveys were received from over 14,000 officers, with all grades, branches and year groups adequately represented.

To analyze one's organization, particularly with respect to professional development of executives, there are two questions that appear logical: (1) Where are we now? (2) Where do we need to be?

First, what is the current situation in the US Army? Perhaps the topic of officer Professional Development has never been more important than it is today.¹⁶ The world environment within which the Army operates is becoming more volatile with each passing day.

By introduction, PDOS Declares:

The challenge to educating and training officers who will lead the Army into the next century is to develop the knowledge, skills and abilities which will provide them the capability to be flexible to innovate, think and adapt to the demands of a fast paced, highly stressful, rapidly changing environment. The american officer is faced with a disturbing environment. There is a dramatic increase in the rate of advance in weapons systems. The world today is complex, dangerous, and changing.

Today's active Army has a "ceiling" of approximately 780,000 personnel, is heavily reliant on the US Army Reserve and the Army National Guard, and a substantial portion of the Army is overseas. RETO observes that the average captain has only one tour in a "line" unit with a wartime mission, and the average junior officer has two to three jobs per assignment. "The command climate associated with such a turbulent environment tends to focus more on immediate tasks and less on development, so there will be consistent shortfalls in long-range and strategic planning."

As for the second question, "Where do we need to be?", the study went on to say that the Army must develop officers: (1) who know how to think, rather than only what to think about; (2) whose decision skills include an ability to conceptualize, to innovate and to synthesize information while under stress; and (3) who are able to adapt to the unexpected and are able to temper an understanding of doctrine with the willingness to take reasoned, measured risk when necessary.¹⁷

A key recommendation by the RETO study group was the initiation of a Military Qualification Standards (MQS) system.¹⁸ Now in place, this system qualifies each officer to perform the duties required of his or her branch at a particular grade and to integrate the training and

education efforts of the officer, the commander, and the Army school system from precommissioning through the tenth year of service.

There are three levels of MQS: MQS I (precommissioning); MQS II (basic course through Lieutenant); and MQS III (advanced course through captain). Each MQS is separated into two components: (1) military skills and knowledge (immediate skills) and (2) Professional Military Education (the broader knowledge, skills and insights which form the basis for an officer's continuing professional Development). The MQS philosophy calls for each officer to be responsible for his or her own qualification.

The Formal Army Officer Development Program

On a more formal basis, the Army has established the Officer Basic Course (OBC), the Officer Advanced Course (OAC); the combined Arms and Services Staff School (CAS3); a US Army Command and General Staff Officer College (USACGSC); Senior Service College (SSC); and Battalion and Battalion and Brigade Precommand Course (PCC).

Officer Basic Course (OBC)

PURPOSE: To prepare lieutenants for their initial assignment as an officer.

COURSE LENGTH: Approximately 20 weeks.

DESCRIPTION: Contains common military subjects and branch common training within the 20 weeks with special functional courses designed to prepare lieutenants for specific duties. Provides a mix of training and education in leadership, ethics, tactics, training of soldier, and equipment maintenance. Unit logistics and branch specific subjects designed to branch qualify the lieutenant are also included.

Officer Advanced Course (OAC)

PURPOSE: To prepare officers to command and train at the company/battery/troop level and to serve as staff officers at the battalion and brigade level.

COURSE LENGTH: 20 or more weeks.

DESCRIPTION: Continues the officer's professional military training. The content of this common core includes leadership, training, and training management, force integration, military justice, military history, physical fitness, combined arms and written and oral communication. If the officer's next assignment after OAC requires specific training, he or she will attend add-on modules designed to prepare him or her specifically for skills required at the next assignment.

Combined Arms and Services Staff School (CAS3)

PURPOSE: To provide training for captains in staff skills required at brigade, division and installation level and serves as a transition to in-depth staff operations and procedures.

COURSE LENGTH: 9 weeks (resident phase)

DESCRIPTION: Divided into two phases -- one nonresident and one resident. Officers are eligible for enrollment into the nonresident phase immediately following OAC graduation. Following completion of the 140 hour corresponding program the officer may attend the resident course prior to the tenth year of service. CAS3 emphasizes staff interaction training skills, problem analysis, decision making and defending decisions.

US Army Command and General Staff College (USACGSC)

PURPOSE: To prepare officers for duty as commanders of battalion, brigade and equivalent-sized units and for service as principal staff officers from brigade through joint and combined staff levels.

COURSE LENGTH: 40 weeks

DESCRIPTION: During the first three weeks of the course, officers must pass a competency exam demonstrating proficiency in a number of subject areas which are prerequisites for material covered later in the course. Instruction concentrates on command and staff skills required to plan and conduct the AirLand Battle at division level and above and on skills needed for high level assignments.

The Advanced Military Studies Program (AMSP)

PURPOSE: To provide a broad, deep military education in the art and science of war at the tactical and operational levels that goes beyond the USACGSC course in both theoretical depth and practical application.

COURSE LENGTH: 48 weeks

DESCRIPTION: Limited to 48 carefully selected students, it is a follow-on to the USACGSC course designed to produce future division and corps staff officer and branch chiefs on major command and Department of the Army staffs or their equivalent. AMSP teaches the ideas behind the doctrine, the way to get the most out of current and future fighting systems, the effects of battlefield conditions, the human dimension in warfare, leadership challenges and operational planning. Each student must research and author a masters degree level thesis on an Army problem.

Senior Service College (SSC)

PURPOSE: To prepare officers for senior leadership positions in the Army and other defense and defense-related agencies.

COURSE LENGTH: 44 weeks

DESCRIPTION: The Senior Service Colleges are at the apex of the Professional Military Training System. These colleges include the Army War College, (AWC) the National War College, the Industrial College of the Armed Forces, the Naval War College, the Air War College, the Inter-American Defense College, the British Royal Defense College, the Canadian National Defense College, the Japanese National Defense College, or any one of over 30 civilian and military fellowship programs. All are highly selected program that focus on national security affairs with emphasis on the development of military forces in warfare. Annually, fewer than 400 active duty Army officers participate in all of the various SSC resident programs, combined.

Pre-Command Course (PCC)

PURPOSE: To provide refresher training in selected functions and duties for lieutenant colonels and colonels who attend prior to their assumption of command.

COURSE LENGTH: 2-5 weeks

DESCRIPTION: Consists of a command development week, a "How to fight" week for all command designees, and up to 3 additional weeks at a branch school. Selected officers will also be schooled for language training (German) and the Senior Officer Legal Orientation Course. Officers will be scheduled by the Military Personnel Center for this training as dates and locations for command are determined.

Comments of Senior Generals

During the course of its work, the PDOS study group solicited the comments of several notable active duty general officers on their perception of professionalism within the Officers Corps. Their concepts, quoted below, form a neat mosaic of the values any senior officer should have.¹⁹

a. Major General Dave R. Palmer: "An officer must have good character, be worthy of special trust, be respected both for his goal of excellence in his profession and for his personal acceptance of the responsibility for protecting the Nation and its people."

b. Major General Victor J. Hugo: "A warrior without essential values-integrity, devotion to duty, care for soldier, etc. may in fact be counter productive."

c. Major General Leonard P. Wishart: "From my perspective, you must start with the development of common values. Without this, everything else falls apart."

d. Major General Henry Doctor, Jr: "Values that form the basis for a distinct lifestyle and code of behavior are not so much the end product of a system of professional development as they are the sine qua non upon which everything else in that system will depend. We say that our officers must first be warriors. True enough, but it is the acceptance of a particular code of behavior and a distinctive lifestyle that, in the end, distinguishes officers as warriors."

e. Major General James E. Drummond in quoting Morris Janowitz' definition of a profession: "A true profession is a calling which requires specialized training, has a degree of altruism and contribution to society as a whole, and polices its membership on their standards of performance and ethical behavior."

f. Lieutenant General Charles P. Graham: "I believe it is important...that the ultimate goal of the system...(be to) describe a foundation upon which development of our professional officers must be made. The foundation should include the ethic of the Army and a sound understanding of the values which make up our ethic. The foundation should

also include an understanding of the characteristics required of a professional soldier and leader. Third, it should provide an understanding of the components of military leadership."

g. Lieutenant General Carl E. Vuono: "Officer development must go beyond imparting knowledge and skills: it must foster a value system that emphasizes service to the Nation, readiness to endure the rigors of combat and willingness to make personal sacrifices in pursuit of the greater good."

h. Lieutenant General J. K. Bratton: "The more the key qualities of professionalism and integrity are specifically targeted as objectives, the better the foundations of the officer professional development system."

Officer Professional Development Period

One of the most significant elements of PDOS is its approach to "the seven officer professional development periods."²⁰

Beginning with pre-commissioning, the remaining six periods are: Lieutenant, Captain, Major and Lieutenant Colonel, Colonel, Brigadier and Major General, and Senior General Officer. Each development period consists of the appropriate formal schooling, follow-on assignments and learning experiences, the sum total of which comprise the development period at a particular phase of their progression.

For a unique perspective, section 6 of this analysis, Development Period: Colonel, is reproduced below.

Section 6. Development Period: Colonel.

1. Background: The colonel development period begins the day an officer is promoted to colonel and ends upon the officer's retirement or promotion to brigadier general.

Approximately 50 percent of Army lieutenant colonels will be promoted to colonel. They have diversified military experience, generally in two or more areas (branch and

functional), have usually attended all traditional Army schools through SSC, very often possess an advanced degree and have usually commanded at least once during their careers.

2. Duties: Colonels bridge the managerial gap between direct or mid-level leaders and the executive level of authority and responsibility. They command brigades, regiments, groups, division artilleries and division support commands, as well as many Army installations and support activities. They manage major Army and DOD projects and programs. Colonels serve as division chiefs of staff, principal staff officers in Army corps, and division chiefs at echelons above corps. They head departments at major training centers and schools.

3. Frame Of Reference. The expanded frame of reference required of colonels is summarized in the following discussions of officer attributes at the end of the colonel Development Period.

a. BE. Colonels develop sufficient breadth of perspective to shape the development of systems and to set the climate for command, self-development and mentoring. They serve as role models for the Army at large and represent the Army at organizations outside the Army.

b. KNOW. As a senior leader, the colonel must exercise advanced reasoning and analytical skills while functioning primarily as an integrator-one who can successfully manage and orchestrate many systems. Colonels rely heavily on synthesizing and conceptual thought processes for decision making while retaining analytical skills, enabling them to assess, allocate and integrate forces which plan and execute tactical and operational orders.

c. DO. The colonel's warfighting orientation is on general tactical command of brigades and similar levels and on operations and support doctrine at corps and echelons above corps. Many will be architects of policy at the strategic level of war and must, therefore, understand national and allied strategy.

4. Schooling and Related Development Period Experiences.

a. The primary military education experience for active component colonels is the Senior Service College (SSC), either resident or non-resident or an alternative experience, each of which qualifies for award of the Military Educational Level 1 (MEL 1) designation. The

Senior Service Colleges of the US Armed Forces have been traditionally viewed as the premier military educational institutions that officers can attend.

b. SSC resident options include five US military colleges, three foreign or international military colleges and equivalent fellowship or research programs. In academic year 1985-1986, the Army will send 373 active and reserve component officers to these resident programs. Another 298 will begin SSC level studies as non-residents. The majority of Army colonels achieve MEL 1 by attendance at the Army War College.

c. The purpose of SSC-level education is to prepare senior field grade officers of both the active and reserve components for service, during peace and war, in command and staff positions requiring the leadership and management of diverse activities at the highest levels of responsibility in the Army which require increasingly frequent interface with other services, government agencies and civilian institutions.

d. The responsibilities that a colonel will assume especially in light of future technological changes, make it imperative that he be provided the necessary decision making skills at the appropriate time to ensure his success on the future battlefield, in high level staff positions or in any other demanding position he may assume. It is incumbent on the Army's professional development system to provide every active component colonel the opportunity to obtain the skills which will enable him to operate at a higher frame of reference. This educational experience must take place early in the Development Period, preferably upon the selection of an officer for colonel. Therefore, when the new colonel assumes his first position, he will have the perspective and skills to perform in his role as a senior leader.

e. Ideally, all colonels would attend SSC on a resident basis, however, resource constraints preclude this. It is essential that some Army officers attend other Service's SSCs and vice versa. This cross-fertilization improves the colonel's effectiveness in Joint operations. Alternative MEL 1 experiences should include additional fellowship and research associate programs and the non-resident programs of other US SSCs.

f. SSC level education must provide a common core curriculum of proficiencies and knowledge appropriate to the responsibilities of colonels. This common core encompasses an understanding of national strategy and policy, executive

development skills, integrative processes, the human dimension of combat, an historical perspective of war, the ability to envision future wars and how the Army runs and fights. The two areas not traditionally treated satisfactorily in SSC programs other than resident AWC are how the Army runs and how it fights. It is absolutely essential that all colonels have a full understanding of both. To achieve this goal the AWC should develop both "Warfighting-Echelons Above Corps" and "How the Army Runs" courses which would be presented to all officers who receive MEL 1 education and training, regardless of source.

g. Subsequent Development. Many of the developmental programs available to majors and lieutenant colonels have their counterparts at the colonel level. This is particularly true of functional area training. Depending on need, colonels may attend language schools, systems management courses, force integration training or security assistance orientation, to cite but a few specialized opportunities. Colonels en route to "centrally-select" command or project management positions will attend the Pre-Command course. These courses refresh the officer on the art of command, Army warfighting and support doctrines and any technical subjects considered necessary. Selected colonels can apply for executive development opportunities under the Advanced Management Program or the Senior Fellows Program.

5. Roles and Methods In The Development Of Colonels.

a. The colonel assumes full responsibility for his professional development. Even at SSC he will play the prominent role in determining the course and extent of his professional education. Subsequently, he will assess further needs and seek assistance for himself and his organization from mentors, schools and other resources. Colonels must do "constant battle" with the tendency to allow the pressures of the day to erode personal and organizational readiness.

b. Mentors, for the most part, will be general officers who must optimize the valuable commodity of time they have to develop subordinate colonels. They hold command and staff conferences, seminars and exercises and teach perhaps less directly than by their examples of ethical conduct, executive style and command climate.

c. The organization's role in a colonel's development is mostly passive. Colonels learn the art of controlling large organizations through their experiences in them. Moreover, colonels learn to shape and develop organizations rather than be shaped and developed by them.

d. Service schools provide training support to colonels on an individual basis and aid them in a broad range of objectives related to unit training. Schools also respond to doctrinal concepts from the field. Increasingly in the future, this interaction between officers in the field and schools will be conducted through electronic means.

6. Aim, Major Thrust, PDOS-Recommended Base Policies and CSA Modifications to Base Policies.

a. Aim. The Aim of the Colonel's development period is to develop a senior field grade officer who possesses the body of knowledge, conceptual and cognitive skills, expanded frame of reference and integrative ability to perform successfully in senior command and staff positions at high levels within the Army and the Department of Defense.

b. Major Thrusts. The major thrusts to accomplish this aim are:

(1) Provide all active component (OPMD) officers the opportunity to obtain MEL 1 upon selectio to colonel.

(2) Warfighting (echelons above corps) and "How the Army Runs" will be part of the core curriculum for all MEL 1 producing programs.

(3) Meet the pre-command needs of all active and reserve component colonels.

(4) Formalize the linkage between the intermediate and senior level schools.

c. PDOS-Recommended Base Policies. These policies have been approved in concept by the CSA:

(1) All active component (OPMD) promotable lieutenant colonels and colonels will receive an opportunity to attain MEL 1 level education (resident, non-resident or other).

(2) All officers awarded MEL 1 will complete two courses: "Warfighting (echelons above corps)" and "How the Army Runs" to be offered and conducted by AWC (resident, non-resident or other).

(3) The AWC will remain a Field Operating Agency of ODCSOPS; ODCSOPS will develop a formal curriculum coordination procedure between TRADOC and AWC.

(4) Develop a pre-command course tailored to the needs of RC colonel commanders.

(5) Publish an Army Regulation which will define pre-command course policies, purposes and responsibilities.

d. CSA Modifications to Base Policies. Similar to Development Period: Major and Lieutenant Colonel, an aspect of a base policy suggested, "The promotion board selecting colonels will identify resident SSC attendees" and "remaining selectees will enroll in the AWCCPS or other non-resident program." This policy is not approved by the CSA and is currently under review along with the policy for Development Period: Major and Lieutenant Colonel. Furthermore, the CSA is deferring approval of the concept that only promotable lieutenant colonels and colonels will attend SSC or equivalent level schooling pending additional research on the potential of the policy to impact on the selection of general officers.

Each year, the roles and duties of Army officers become increasingly complex and diversified as all societal systems and technologies seem to become more and more sophisticated. Realizing this phenomenon, the Army has seen fit to expand its reliance on civilian colleges and universities in order to make sure its leaders remain abreast of these evolving scientific, technological, and social changes.

Primarily dealing with advanced, post-baccalaureate schooling, the Army's concern for civil schooling has manifested itself into a very intricate, well-defined system that has become a very key ingredient in the development of its officers. There are several good reasons for this concern.

First, because the Army has a relatively "closed" personnel system there exists a natural tendency to turn "inward" for the solution of problems. After all, most elements and procedures of the Army are covered by regulations, standing operating procedures, etc and there is

an almost unlimited resource of virtually any military related subject. PDOS says "The Officer Corps, as part of our society, must share its sociological and political values and be exposed to current academic and intellectual thinking in an atmosphere of analysis, reflection and discovery."²¹ Sarkesian and Taylor state that "For most officers the graduate school experience creates an awareness of society and reduces mental boundaries imposed by the military community."²²

Second, Raoul Alcala states that graduate schooling has a major effect in honing one's intellectual powers.²³ Alcaa's research showed that it broadened perspectives, encouraged innovation and vastly enhanced one's decision making ability.

Third, as a result of a PDOS survey,²⁴ it was shown that those officers with graduate education believe it makes them better officers, at least in the opinions of 85 percent of the respondents. Significantly, less than 8 percent stated that they obtained graduate degrees to get a "good civilian job" upon retirement from their Army service. Correspondingly, the retention rate of those officers with graduate degrees is greater than the overall Department of The Army average.

Pursuant to this high regard for advanced Civil Schooling, the Army has developed a full menu of available opportunities for officers to obtain a graduate degree, with many chances for entry into a fully-funded program. Concurrently it has developed programs and regulations for effective utilization of persons so trained.

For the "Colonel" development period, PDOS dedicated an entire subsection illustrating and describing the requirements and educational experiences for the colonel. It is reproduced in this report as

Appendix "A". It is a superb summary that displays many reasons and justifications for civilian schooling of the Army's senior officers.

ENDNOTES

CHAPTER II

1. Headquarters, Department of the Army, A Review of Education and Training for Officers, Vol. 1, p. III-I (hereafter referred to as "RETO")
2. Ibid.
3. Department of the Army, Office of the Chief of Staff, Professional Development of Officers Study, Vol. 1, p. 38 (hereafter referred to as "PDOS").
4. RETO, VOL. 1, p. III-2
5. RETO, Vol. 1, p. III-4
6. RETO, Vol. 1, p. III-14
7. M. Joseph Doohar, ed., The Development of Executive Talent, p. 25.
8. David S. Kellsey, A Concept in Executive Developments, p. 11.
9. Walter R. Mahler and William P. Wrkatnour, Executive Continuity, pp. 165-166
10. RETO, Vol. 1, p. III-15.
11. RETO, Vol. 1, p. III-16.
12. RETO, Vol. 1, p. IX-6.
13. Ibid.
14. PDOS, Vol. 1, p. 7-8.
15. PDOS, Vol. 1, p. 10.
16. Ibid. Vol. 1, p. 17.
17. Ibid. Vol. 1, p. 22
18. Ibid.

19. Ibid. Vol. 1, p. 39.
20. Ibid. Vol. 1, p. 55.
21. Ibid. Vol. 1, p. 5-2
22. Sam C. Sarkesian and William J. Taylor, Jr., "The Case for Civilian Graduate Education for Professional Officers," Armed Forces and Society, February 1975, p. 255.
23. Raoul Alcala, "Education and Officer attitudes," in The system for Educating Military Officers in the United States, ed. by Lawrence J. Korb, p. 133.
24. PDOS, Vol. 1, p. S-2.

CHAPTER III

THE ARMY ADVANCED MANAGEMENT PROGRAM

Through the Advanced Management Program (AMP), the Army each year currently sends approximately 50 colonels whom it wishes to educate in corporate-level management skills to special courses, usually lasting from one to six weeks, at leading universities in the United States and throughout the free world. Before we explore the "Where is it now?" part of AMP, we will first discuss "Where did it come from."

History of AMP

A review of Army Regulations revealed that the first formal reference to what is now the advanced management program (AMP) appeared in Special Regulations (SR) 350-20-1, Education and Training, dated 11 October 1949. Paragraph 11 characterized them as "short courses," that is, those being less than five months in duration. Further, it explained:

Upon approval by the Director of Organization and Training, these courses are established by the heads of administrative and technical services and by certain Army administrative agencies including divisions of the General Staff and Special Staff, to meet specific personnel training needs of these services and agencies.

This regulation stipulated no service obligation for selectees.

SR 350-20-1 dated 17 May 1952 contains an expansion of the definition of "short courses" which were previously identified this way simply because they were less than five months. This revision stated that the purpose of short, civilian training courses was "to meet

specific training requirements which cannot be met in existing Army facilities."

On 26 January 1954, SR 350-20-1 was superseded by a new regulation, SR 350-230-51, Advanced Management Training for Officers. This, obviously, placed a brand new emphasis on the using of civilian colleges and universities for concentrated management training for senior officers.

Key portions of this regulation are reproduced below, and it is interesting that much of the substance of this regulation has remained the same to this date, over 30 years later:

1. General--under the provisions of paragraph 12, SR 350-20-1, advanced management training for officers will be conducted in civilian educational institutions for officers occupying or to fill appropriate key positions in Department of the Army Agencies and the headquarters of major continental and overseas commands. Training is to be conducted at two civilian educational institutions:

- a. A maximum of 5 students each session at each of the 2 sessions of the Advanced Management Program of the Graduate School of Business Administration at Harvard University. The program subjects include business policy administration practices, business and the American Society, cost and financial administration, marketing management, and problems in labor relations. This is a 13 week course.

- b. A maximum of 5 students each session at each of the 2 sessions of the Management Problems for Executives course at the University of Pittsburgh. Course subject matter includes accounting, administration practices, finance, industrial relations, marketing policies, and statistics. This is a 9 week course.

2. Objective--the treatment given these subjects, although based on individual problems, is very broad. The objective is to assist students in developing their understanding of fundamental factors rather than to provide direct answers to specific questions. The majority of the students are mature, experienced executives from business and industry selected for this instruction by top management because of their greater potential with the organization. It is evident that this training, and the association with

civilian executives, is most valuable in preparing and equipping Army officers to assume responsible management positions within the Army establishment.

3. Prerequisites.--There are no formal educational prerequisites; however, it is desirable that officers have experience or schooling in accounting, administrative practices, finance, industrial relations, or statistics. Officers selected should be the type from which the Army will draw its senior commanders and Staff Officers. Applicants should have a minimum of 15 years service and not more than 24 years service. Officers selected will be in grade of colonel or above for attendance at the Harvard Advanced Management Course and Lieutenant Colonel or above for attendance at the Management Problems for Executives course at the University of Pittsburgh. In addition, candidates should meet the following minimum qualifications...(A). Demonstrated qualities of leadership, ability and adaptability in executive type positions. (B). Have broad knowledge of command problems, including Army organization and administration. (C). Broad command and staff experience. (D). Agree to remain in the service for at least 4 years following completion of the course."

The preceding regulation was superseded by a new Army Regulation (AR) 350-210, Advanced Management Training for Officers, dated 10 July 1956. Although a new designation, the substance of the program did not change significantly participation remaining at a total of ten officers per year.

The next revision of AR 350-210 took place on 4 November 1964 and had no substantive changes. However, this was superseded by another revision on 4 October 1965 which modified the service obligation:

All officers elected for this training will be required to remain on active duty with the Armed Forces for a period of 2 years subsequent to the completion of such schooling, unless sooner relieved for the convenience of the government.

AR 350-210 dated 10 May 1966 contained two significant modifications:

...It is desirable that selected officers possess, at the minimum, a baccalaureate degree and be a graduate of one of the Senior Service Colleges.

Also, a more subjective prerequisite made its first appearance here:

(the candidate should) be capable of continued development and intellectual growth.

The regulation was again republished on 20 March 1968 with no substantive changes. However, on 28 May 1974 this AR 350-210 was superseded by a new designated Army Regulation, AR 351-23, Advanced Management Training for Senior Officers, effective 15 July 1974. This new regulation contained both new items as well as modifications of earlier provisions, the significant ones being reproduced below.

2. Objectives...

a. Advanced management programs (AMP) offered by civilian institutions are designed to--

- (1) Increase executive management capabilities.
- (2) Expand analytical and planning techniques.
- (3) Extend abilities to appraise economic, social, political, and technological changes and the resultant effects upon organizations.
- (4) Provide for mutual change of expertise between top corporate executives from different areas and industries (both nationally and internationally) and qualified senior Army officers. This exchange strengthens executive competence by refining knowledge and understanding of environments outside of the military.

b. Advanced management training for senior Army officers is conducted to increase the executive management capabilities of those who are occupying, or are programed to fill, key positions in HQDA and/or other DOD agencies, including headquarters of major CONUS and overseas commands.

4. Procedures...

b. Selection of officers in the grade of colonel.

- (1) Selection of officers in the grade of colonel will be made by a Department of the Army selection board.

(2) The Colonels Division, Officer Personnel Directorate, MILPERCEN; The Surgeon General; The Judge Advocate General; and the Chief of Chaplains will contact the headquarters to which selected officers are assigned to obtain their release from duty to attend training at designated civilian institutions. An officer who is selected but not made available to attend by his command will be eligible for consideration by a subsequent selection board. Should an officer be made available by his command but decline attendance, he will be removed from any further consideration. This program does not provide for placing a selected officer determined unavailable into a deferred status. Commands are encourage to support this program actively by making selected officers available to attend the training at the time their availability is requested.

Obviously, the key modifications in the above revision were (1) a revision of the goals of the AMP, (2) the introduction of a formal selection board, and (3) the absence of a provision limiting training to only two civilian institutions.

The latest modification to the "AMP Regulation" AR 351-23 is the current one dated 1 July 1980 which became effective 1 August 1980. Its key modifications appear below:

4. Prerequisites...

b. For colonels only:

(1) Those who are in command positions, but who will not have completed the minimum command tenure before the course starting date, will not be considered. Officers who are chosen must have at least 1 year of active service left after completion date of the course.

(2) Must be assigned to or programed for world-wide key positions approved by a MILPERCEN Board of Officers.

(3) Must have a minimum of 15 and not more than 25 years active Federal service before completing the course.

(4) Should have a baccalaureate degree or higher and be a graduate of one of the senior service colleges. However, waiver of the senior service college requirements can be requested if the officer meets the remaining criteria. Requests for waiver should be sent to MILPERCEN (DAPC-OPP-E) not later than 90 days before scheduled convening of the selection board. Candidates should also have--

(a) Demonstrated qualities of leadership and adaptability in executive positions.

(b) Knowledge of command problems such as organization and administration.

(c) Staff experience.

(d) Proven potential for career development and intellectual growth.

c. All promotable colonels and brigadier generals are considered eligible for Advanced Management Training.

5. Procedures for colonels. a. Selection.

(1) Colonels Division, MILPERCEN, The Surgeon General (TSG), The Judge Advocate General (TJAG), and the Chief of Chaplains (CCH) will distribute tentative course schedules for Advanced Management Training for fill by colonels-either serving in or projected for assignment to Advanced Management utilization positions...

c. Utilization: Assignment utilization positions will be selected and approved by a MILPERCEN board of officers. A complete list will be submitted for review triennially. (Next review is scheduled for 1982.) Using previously approved positions, major commands and agencies may submit requests for changes, deletions, and new positions to Commander, MILPERCEN (DAPE-OPP-E), not later than 31 May annually. All changes will be identified by TDA, paragraph, and line number. New positions will be accompanied by justification. Final selection will be during September annually. Reclamas to Board action will be accepted once each year within 90 days of the announcement of the Board results. Any other request will be held and submitted with the annual changes. The positions nominated triennially must--

- (1) Be identified by TDA line number.
- (2) Contain supporting justification as to why Advanced Management Training is required.
- (3) Include a brief resume of the duties.
- (4) A copy of the job description.

(Some management positions require costly education prerequisites. Examples are the Deputy Installation Commanders, Directors of Industrial Operation, Comptrollers, Key Procurement Positions, Project Managers, Key Management Positions in Staff Agencies, and District Directors.) The office of the Chief, Personnel and Training Division, MILPERCEN (DAPC-OPP-E), will provide a list of approved unit positions annually.

7. Service obligation. All officers who take part in this training must remain on active duty for a period of 1 year following completion date of the course, unless separated from the Service for cogent reasons.

The key provisions in the above revision are (1) the modification of the service obligation to only 1 year of active service (2) the inclusion of general officers, and (3) the reiteration that selection for Advance Management Training is limited to certain designated positions.

It is important to note that this regulation is reportedly under substantial revision as of this writing and, in fact, new selection programs have already been published in other publications and are already being utilized.

The Evolution of Civilian Advanced Management Programs

The dawn of university education programs in the United States occurred in 1931 when professor Edwin Schull established what is now the Sloan Fellows program at the Massachusetts Institute of Technology, in 1943 the War Department requested the Harvard business School to inaugurate the first War Production retraining course which became the Advanced Management Program in 1945.⁷

Executive education in the United States was a follow-on to the continuous growth of undergraduate and graduate education in business schools which began with the founding of the Wharton School at the University of Pennsylvania in 1881. Educational institutions in the United States and, in fact, throughout the world, quickly realized the value of management development and that senior executives could benefit greatly from a mid-career academic experience.

During the fifties and sixties there was a trend toward "residential" programs that required the student to "drop out" of the

hectic business atmosphere to become totally immersed in a 100 percent academic environment. Major institutions offered functional programs in marketing, finance, and operations, which became part of an interrelated set of programs created to meet the varying needs of executive participants.

During 1985 over 12,000 executives attended university residential management programs in North America at over 50 leading universities, clearly indicating that a well established "industry" has developed, adding significantly to the skills of the participants as well as to the effectiveness of itself.²

Advanced management programs are alternatively labeled "Executive Development Programs," "Professional Development Programs," "Executive Training Programs," etc. Whatever the label, these programs provide "State of the Art" training created to fill empty spots in an executive's knowledge.

Most "in-house" training programs tend to preach the "tried and true" methods that have worked at our company, but the "outside" programs expose executives to two viewpoints identified by Albert W. Schrader:³ (1) the Academic Viewpoint of faculty who are unfettered by company policies or pressures of the managerial job, and (2) the viewpoint of professional counterparts - classmates with broad and diverse experiences they can share in solving classroom problems and in informal discussions outside the classroom.

As a person who returned to an academic environment 24 years after receiving a baccalaureate degree, I can testify that classroom study is much more meaningful when you carry real-world experience along with a textbook. Returning to the university affords a unique opportunity to

evaluate the "methods of success" you've been using to determine whether your accomplishments took place because of your "system" or in spite of it.

Hardly enough can be said for the value of the experiences and wisdom of classmates in such an intensive environment. This type of hands-on approach to problem solving would be difficult to reproduce in any other format.

AMP Selection Process

During FY 86, up to 50 colonels will be chosen to attend advanced management programs at one of the participating universities in CONUS or abroad. Courses vary in length from one to six weeks; however, instruction is consistent as all courses provide training to develop management skills. The Advanced Management Program is intended to train decision makers in the colonel ranks who routinely influence the expenditure of large resources, human or financial, at major Army organizations, or influence decisions of great importance to the national security. Selection is based on potential for continued service and selectees incur a one-year service obligation⁴

The above passage was contained in a detailed message from the commander of the US Army Military Personnel Center to all major US Army commands, worldwide. This letter signals the beginning of each year's AMP selection process. The letter is reproduced in this report as Appendix "B" and contains the most current prerequisites. The procedures outlined in this letter are substantially, if not radically, different than those procedures listed in the "current" Army regulation 351-23.

After a slate of finalists is determined through appropriate procedures, a selection board is convened to produce the final list of nominees. Significantly, Academic Year (AY) 1986 was the first year that the selection procedure was not "position-driven." It is also

significant that the president of the selection board was the Director of the Officer Personnel Management Directorate.

The Board is extremely well briefed on the proper selection procedures and is made familiar with virtually all aspects of the program. The General Selection Guidance given to the AY 86 board is reproduced in this report as Appendix "C."

On 28 April 1986 a well-located article appeared in the Army Times which described the highlights of the AMP, to include points of contact for interested personnel.

After the selection board completes its work, names of finalists are sent to the Vice Chief of Staff, Army for approval. This is followed by a "negotiation" between MILPERCEN and an individual selectee to select a course that is acceptable to both.

Selection of University Programs

As previously indicated, MILPERCEN selects programs from those that are listed in Brickers's International Directory. The objective of the directory is stated in the introduction:

The purpose of Bricker's International Directory is to provide basic, unbiased information necessary for selecting appropriate university programs for executives who will be leaders in an expanding national and multi-national economy.⁵

Bricker's International Directory does not claim to contain information on all university management programs, limiting itself to approximately 300 programs which meet the following significant guidelines:

(1) Treat management in a broad sense with emphasis on the organization's strategies, components and functions.

(2) Present programs of general management concern containing programs in the humanities, the external environment, business strategy, leadership and organization, research and development, and engineering.

(3) Deal with management in the private or public sectors.

(4) Be open to the public.

(5) Present subject matter at a high level of management sophistication.

(6) Attract participant executives with potential for higher levels of management.

(7) Be sponsored by a university.

(8) Be at least one week in length.

(9) Provide for full-time resident attendance.

A program would be excluded from the directory if it is:

- o Topical or introductory in content.
- o Oriented toward developing a skill or a vocabulary.
- o Offering a masters or other degree.
- o Co-sponsored by a trade or professional association.

Using the Directory

The editors recognized that users of the directory want to know which programs are best suited to the needs of a given individual. They stress the importance of sponsorship by a university and cite two main reasons for their concern. First, it insures a professional faculty whose careers are committed to teaching and research. Second, a sophisticated and critical group of participating executives insures that a faculty will be selected which will enhance the good name of the university.

Learning is dependent in a large degree upon the interaction among participants. A program that attracts peer participants with diverse backgrounds has quality built into it - the directory places special emphasis on the participant profile in each program."⁶
Appendix "E" of this report contains brief summaries of 26 courses

that were utilized by AMP during Academic Year 1986.

Interviews with Key Administrators

Unquestionably, the most interesting phase of this study involved personal interviews with the key administrators at the US Army Military Personnel Center (MILPERCEN), the agency charged with the operation of AMP. Each person contacted, without exception, was extremely knowledgeable about the issues and very willing to provide frank information and opinions on any aspect queried.

One constant theme prevailed: "How can we improve this program and make it morfective, especially in light of dwindling financial resources?"

For a broad perspective, following are summaries of interviews with those people who gave so freely of their time to discuss advanced Management Training.

Colonel Wilburn L. Boozer

Chief, Plans, Programs and Analysis Division

Officer Personnel Management Directorate

Colonel Boozer summarized much current literature which indicated that there is a clear need for management skills to be updated periodically, particularly for senior executives. He indicated that while there is no question in the Army that general officers are senior executives, we must realize that colonels also are performing senior executive level tasks and responsibilities, and should have the resources available to prepare themselves adequately.

Other key points were:

(1) The AMP selection procedure should seek personnel who will remain in service at least 2-3 years following course completion

(2) AMP should remain distinct from comparable programs for general officers, and should not be expanded beyond the current level of 50 colonels per year.

(3) Selection of participants should be by individual, not by position. Also, participating institutions should not be finally selected until they have been properly "matched" with the needs of the selected.

Major Mark Leopold

Training Officer, Military Education Branch

Plans, Programs and Analysis Division

Officer Personnel Management Directorate

Major Leopold has much of the responsibility for the mechanics of the selection process and therefore speaks from a very special perspective. Quite often in any organization, the goals set "on high" are not being pursued by the people who are "in the field" making a system work. This is clearly not the case in the AMP.

Major Leopold stressed that an attempt is made to identify those colonels who are at the early part of their O-6 (colonel) career rather than at the end of their career. He suggested that under previous selection systems, a percentage of officers that were selected really had no need for the training, but happened to be at the right place at the right time. That is, under the former system certain positions were targeted for the AMP regardless of the individual currently assigned, resulting sometimes in attendance by senior officers whose retirement plans were all but complete.

He cited the personal involvement of the Director of the Officer Personnel Management Directorate (OPMD) as one of the prime forces in creating a renewed sense of significance to this training.

Additional key points:

(1) The selection procedure is being scrutinized so that an optimum system can evolve whereby only the best qualified colonels with the highest likelihood for extended utilization are selected.

(2) He felt that more study is needed to determine whether the training is beneficial to the Army, primarily because costs of the program are escalating while, at the same time, financial resources are certainly drying up. He indicated that there are wide differences in tuition costs at the various universities and perhaps some money could be saved if a selectee attended a school within the state of his established residency, thereby taking advantage of occasionally reduced "in-state" tuition costs.

(3) While cost is certainly a factor in choosing one institution over another it is certainly not the only factor and clearly is not even the most important factor. Final choices of university programs are based primarily on the appropriateness of the curriculum for the designated officer.

Colonel Frederick G. Wong

Chief, Personnel Assignment Branch

Colonels Division

Officer Personnel Management Directorate

Colonel Wong indicated that the main purpose of the AMP was to provide a senior officer an opportunity to receive an education in a civilian institution in an area of study corresponding to his or her military duties. Moreover, it was a unique chance to go to a school with executives from civilian industry where the officer would receive the benefit of their expertise and experience, thereby being able to draw from this experience some techniques, ideas, means, and ways to improve his or her functional area in the Army.

He also stressed that because of the high quality of officers selected to attend, it is an excellent opportunity for the Army to show our civilian counterparts who we are, what we are, and what we deal with. When asked for a personal opinion of the value of the program, he gave an unqualified endorsement, indicating that most senior officers do not "keep up" on nonmilitary subjects and updated management techniques. This system causes an officer to be thrown into an environment where he is forced to discuss these matters in a stimulating, controlled setting guided by the best qualified personnel available.

Other issues raised were:

(1) Selections should not be made on the basis of who is most likely to be promoted to general officer rank. The responsibility and requirements of colonels justifies the limitation to current colonels, regardless of whether or not they will ultimately be promoted. The General Officer Management Office (GOMO) is charged with the Management

of General Officer careers and has adequate resources to introduce those generals to this type of civilian education if it is deemed necessary.

(2) There is a big problem with publicity of this program, with many people claiming that they were unaware of AMP's existence. He indicated, however, that steps to correct this are being made and that a total effort is underway to make sure that all eligible personnel have an opportunity to be considered.

(3) He suggested that the method of selecting individual university program needs improvement, and that administrators have to come to grips with the timing involved. Since there are no "fixed" arrangements with certain schools, there is considerable flexibility built-in to the program. But because MILPERCEN relies so heavily on one directory of available programs, Bricker's International Directory, the system is somewhat "crippled" by the late publication of this annual directory.

Major Jeff C. Redmann

Professional Development Officer

General Officer Management Office (GOMO)

US Army Military Personnel Center

Major Redmann emphasized that the GOMO is not involved in the US Army Advanced Management Program authorized by AR 351-23, although the Army places an extremely high value on this type of civilian education for general officers. The stated reasons for General Officer Advanced Management Training, however, are very similar to those offered in support of this type of education for colonels.

Education at civilian institutions allows senior Army officers to associate with high ranking civilian industrial leaders and thereby become more familiar with their situation while, at the same time, telling the Army side of the management story. This makes it possible to give the civilians a better perception of what the Army is all about.

To illustrate the importance of Advanced Management Training to general officers he cited that between 40-50 Army general officers are, each year, authorized to participate in these courses, even if they have participated previously as colonels (although a general officer would not be authorized to attend the same program he or she had attended previously). He stressed that general officers need that "other dimension" that they do not receive within the Army School system. The military system is usually geared to just a narrow focus, while the civilian versions are much broader. He pointed out that there are no military courses that teach, "How to manage people," "How do you motivate people," "How do you get people to do what you want them to do," ... "It's just not out there!"

His final point was that the biggest limiting factor in this type of education is the availability of the general officers. It is frequently extremely difficult, if not impossible, to arrange to have a general officer "break away" from a duty assignment long enough to attend a suitable course.

Brigadier General Charles A. Hines

Director, Officer Personnel Management Directorate

US Army Military Personnel Center

Following a lengthy interview with General Hines, it was easy to see why so many people charged with managing the careers of senior Army officers felt so deeply and were so knowledgeable about the Advanced Management program.

While perhaps not his exact words, the following paragraphs convey his deep understanding and commitment to the Army's Advanced Management Program:

We have done too little in the Army to educate our senior officers - there's virtually no senior officer executive training after the senior service college...it sort of evaporates.

We should provide advanced management training to our generals and senior colonels so they can make maximum contributions to the Army of the future. We should not allow our Advanced Management Training to be partitioned out by position nor should it be used to enhance retirement dossiers.

The purpose of AMP is not to train general officers of the future, it is to train officers with general officer potential, to enhance their capabilities to make major contributions to the Army. That's why selection is now based on the individual, not the position.

We stop educating our colonels and generals when they are at the point of their maximum level of contribution to the Army and the Nation. Would you go to a brain surgeon who has not bothered to educate himself in five years?

The biggest obligation that the Army leadership has today is not to maintain the status quo, but to scrap it and stretch their minds to look out 15-20 years and commit themselves to giving America a quality Army for less money, that can do the job and make the maximum contribution to the development of subordinates.

General Hines indicated that we must continue to place high emphasis on the preparation of today's senior officers so that they can

help the oncoming generation of senior leaders. Along with many other responsibilities he feels that it is his responsibility to produce today's lieutenant colonels and colonels who will take the Army to the 21st Century.

ENDNOTES

CHAPTER III

1. Samuel A. Pond and Dorothy L. Pond, editors, Bricker's International Directory. p. XXV.
2. Ibid.
3. Albert W. Schrader, "How Companies Use University Based Executive Development Programs," Business Horizons, March/April 1985, p. 53.
4. Commander, US Army Military Personnel Center, letter to Major Commands, 8 August 1985.
5. Pond, p. XXV.
6. Ibid. p. XXIX.

CHAPTER IV

SUMMARY OF QUESTIONNAIRE TO UNIVERSITY COURSE DIRECTORS

As part of this study, a questionnaire was sent to 26 universities which participated in the US Army AMP during the last academic year. Fourteen institutions responded.

THE QUESTIONNAIRE

Five questions were posed, all asking for the course director's perception of a given issue: (1) How does the Army benefit from this type of civilian training? (2) Why does it cost so much? (3) Why should the Army feel justified in continuing to fund this training at the current level, which is higher than that of all the other services combined? (4) Have recent Army participants been on an intellectual "par" with their civilian classmates? (5) What benefits have civilian participants (and their firms) received from the presence of Army officers?

RESULTS

The following selected quotations from a sampling of the responses paints a very clear picture that seems to portray a high significance to the Army AMP.

1. How does the Army benefit from this type of civilian training?

The Army's role is to guard the country's security. Security is not simply a matter of physical protection. It is also a matter of protecting the country's way of life. Military men have many occasions--particularly during service overseas--to explain the values and institutions on which our way of life is based. The readings for the seminar focus attention on justice and liberty, democracy and property--major issues in the ideological divisions which lie behind so many of present-day conflicts. Not less in importance is the opportunity to think these questions through in the company of prominent scholars and leaders from business, government and the voluntary sector. This provides for most, new angles and insights not provided by private reading or study with their colleagues.

Our executive programs are not oriented to the development of civilian managers, but, rather, managers in general. Participants come from a wide variety of organizations--corporate, religious, military, government, social services. They approach common management problems, but from radically different perspectives. This, of course, creates a powerful learning environment, a much richer discussion than could ever be possible with a limited number of narrow perspectives.

The benefits to the Army of University-based general management programs are the same as those accruing to managers of any participating organization. These are:

- o a greater understanding of and ability to anticipate and influence the external forces that impact an organization's strategy and performance. Such an enhanced understanding yields a more external and longer-term orientation to managing.

- o an ability to manage change and innovation in the organizational setting through an understanding of the forces that are likely to block innovation and how these may be overcome.

- o a more analytical approach to decision-making that emphasizes that all decisions involve alternative courses of action and that these alternatives must be systematically evaluated.

- o a better appreciation for the types and sources of information that aid managerial decision-making.

- o insights into leadership styles, the settings in which each is appropriate, and the participant's own personal style of managing.

The Advanced Management Program is as its name implies. It is a program designed for mature managers of organizations; and the nature of the organization is of less consequence than the principles examined. Thus, the colonel with 1700 men and women under his command has similar **management** responsibilities. An understanding of the application of the principles of human resource management, international economic developments, cultural implications in organizations, or of finance and accounting are all equally applicable to both military and civilian managers.

The Army benefits from this civilian training by having more competent officers with enhanced understanding and skill in the following areas:

- Self-Assessment and Self-Management
- Leadership in the Organization
- Directing and Developing Others
- Organizational Communication
- Coordinating Work Across Departmental Lines
- Managerial Decision Making
- Organizational Behavior and the Skillful Use of Influence
- Responding to a Changing Environment
- Individual Assessments for Career Planning

The focus of the Advanced Management Program is on developing general management concepts, with particular emphasis on strategy. In a number of instances these will reinforce similar topics at the War College, but with a differing perspective. The advantage to the Army, from our perspective, is that it provides your corps of high-potential officers with an opportunity to share concerns, experiences and expectations with their counterparts in industry, finding areas of mutual interest and concerns and areas where "bridging" opportunities exist. We would like to believe that the Army command will be a better-decision making and

industrial-relating command if its key personnel have reasonable opportunities to meet with and assess their civilian counterparts in a framework conducive to such interactions.

Executive Programs provide participants with an opportunity to immerse themselves in the in-depth study of management with an international group of successful, high level executives from a variety of organizations. They are a forum for the exchange of perspectives, ideas, and ideals which serve to broaden the breadth and depth of participant perspectives toward management. As such, they're much more than training. They are developmental experiences which promote a rethinking of one's approach to management and provide countless ideas that can, in some form, be adapted to one's organization to improve its effectiveness. I see no military vs. civilian element here--only the opportunity for groups of executives to learn from each other.

The Army benefits from the program in a number of ways. The Colonels have outstanding opportunities for learning and developing relationships. Participants in our program come from many different organizations and diverse industries, plus many international participants attend from a wide variety of countries. Sharing of ideas, concepts, values, cultures and organizational practices broadens the Colonels' view and allows them to develop relationships which represent worldwide connections. These relationships can be extremely valuable for the continual gathering of information and other needs which might arise. Additionally, the amount of information they can obtain in three weeks is quite large and represents a vast store of knowledge on which they can draw for management or military decisions.

Between the classroom content and the information exchange which occurs with American managers, the Colonels have an opportunity to sense the direction of American society and its current issues. With the presence of so many executives from so many different countries, the directions and issues can be seen in an international context. In addition to such stimulations, the program offers them a time to reflect on the meaning of these trends and issues

for their roles and the mission of the U.S. Army. The memoirs of military leaders and intelligence specialist about their World War II experiences emphasizes the importance of such reflection and understanding.

It is not only the Colonels who learn from the program. The Colonels have a chance to educate, enlighten and broaden the view of their fellow participants, the faculty and staff, and guests of the program. I believe it is extremely important for the Army to maintain a presence on University campuses in order to influence and educate the academic community. The Colonels participation help keep the Army from becoming insular from the rest of society and also help keep the academic community from becoming isolated from the Army.

Much of what is taught in these programs may be applied in the military; even that which does not have direct application, is generally useful and provides military participants with a clear insight and "feeling" for the business world. The close daily interaction with their civilian peers is extremely important--it leads to a mutual understanding and respect for one another. The program is worth the cost if for no other reason than for improving military/civilian relations. On numerous occasions I have had civilian participants tell of how impressed they are with the quality of military participants. This is particularly good "press" when one considers how many of the participants eventually reach top leadership positions. Over 100 Army participants have been promoted to general officer to include General John Vessey, former Chairman of the JCS.

2. Why does it cost so much?

Because of the way the seminars are produced. A major factor in their success is that they are limited to approximately 20, to provide for full opportunity for discussion. No lectures are given, the method is to provide readings which give a balanced presentation in the words of the great thinkers, and then to bring together under skilled moderators the "mix" of specialized knowledge and varied viewpoints that experience has shown to be most effective in evoking discussion and providing fresh insights.

Is it a question of price or cost? Price is not necessarily equal to cost and there are also cost of not having something.

The price for our program is \$5,800 including housing. Add the prices for a few extra meals, travel incidentals and pay. Even if most other programs are priced somewhat higher, the total for AMP must be less than the price of a "Bradley Fighting Vehicle." Compare the cost of having one less "Bradley" versus the cost of having 50 Colonels miss the benefits briefly overviewed above and the price is not so high.

If the Army were to contract with selected programs to send a certain number of participants for a defined time period, they could perhaps reduce the price. Also assigning a Colonel to the nearest program could reduce travel prices. Using the shorter programs such as our three week one could control the price. However, the price of the entire program is small compared to the cost of not having it.

The Army also could focus on getting more out of AMP. The Army could develop a clear statement of its objectives for sending the Colonels, survey the programs and select those best suited to achieving those objectives. Then, the Army could contract with those programs. Providing the programs the objectives and what the Army wishes the Colonel to get from the program would help them better meet the Army's needs. The Colonels could be briefed on the same items. The Army might even design a "follow-up" program (not another school) to enhance the benefits to the Colonels and the Army.

As to cost: How much is so much? The costs of producing an Advanced Management Program include costs for administration, for marketing, for classrooms, breakout areas, computers, instructional materials, and for instructors from other places, including Scotland.

Certainly, the cost of 4 weeks at an AMP may be less than one hour spent by a colonel in remaining proficient as a pilot of an aircraft. One may ask whether the returns are similar, the efficiency as a pilot, or the efficiency as a manager.

In relative terms, Executive Programs are very expensive to run; they are also delivered at a level of service well beyond the typical training and development program. Since the goal is to promote a high level of interaction among executives, we must strive to control the educational environment to foster such interaction. That means conducting longer term programs where issues in management can be studied and discussed in depth; using first class teaching facilities that enhance in-class interaction; providing lodging in executive level quarters where out-of-class interaction can take place; and providing meals and recreational facilities at a level that makes longer term stays more palatable to participants. The costs to create such an environment are very high. Lodging and meals alone often account for 50-60% of a program fee. Overall, if an organization attempted to replicate an Executive program environment, I believe they would find the costs to be reasonable.

Our particular program costs \$7,500 for 5 weeks, or \$1,500 per week. This is lower than many leading programs and is not overly high for tuition, room, board and books. Reasons for being higher than some programs include (a) higher cost of faculty, since we compensate people at rates determined by the marketplace for outstanding teachers, (b) excellent food and services since executives expect that, and (c) a limit of roughly 45 participants per section, to enhance discussion.

The most significant cost to us is the cost of faculty. Our own faculty are employed on an "overload" basis--essentially giving up time to

appear in our program that otherwise may be used for consulting. Faculty employed from the outside, except for senior executives whose time is donated, are employed on negotiated contracts. We make an effort to employ individuals who are in demand, and who consequently command high remuneration. In addition to these costs we incur travel, meals and other program related direct expenses as well as our administrative fee. In the case of our program, per unit costs are higher than most institutions with which we compete because we limit our class size to 40 persons. Some programs enroll from 75 to 200 persons.

Room, board and books represent a part of the cost but faculty salaries and administrative support salaries are major cost items. Many faculty participating in programs draw outside consulting fees in excess of \$1500-\$2000/day. To give up a day of consulting for teaching in an AMP they want similar compensation. It is difficult to obtain the quality of instruction needed without hiring these "pros."

3. Why should the Army feel justified in continuing to fund this training at the current level, which is higher than that of all the other services combined?

Level of Funding. While it is impossible for us to assess the Army's commitment to management development relative to other Services, it is obvious that the Army's strategic importance to national security and the size and economic impact of its budget demand the best available managerial talent. Indeed, it would be alarming if the Army did not invest heavily and continuously in state-of-the-art management development.

As to level of funding for the Army: I have no knowledge. but it may be of greater benefit to the Army (and to the nation) to better train officers, and thereby avoid waste within the commands.

Publications I receive as a retired Naval Reserve Officer seem to indicate that the Army is by far the largest of the services in terms of manpower. Continued expenditures at the current level are justified, if you are satisfied that past participants have benefitted from attendance; and if there are still people in the organization who lack the training and could make use of it to improve Army performance in competing projects with civilian organizations.

The training adds value to the leadership and management capabilities of the Army officers. It is value well worth the price.

Perhaps the greatest justification is the price-benefit ratio. For what is a very small price out of its total budget, the Army has enhanced the value of 50 of its Colonels.

How many Army Colonels are there compared to Air Force and Marine Colonels plus Navy Captains?

Because of the greater relative technical requirement of the Air Force and Navy have their senior officers had more opportunities to attend Colleges and Universities as part of their tours of duty.

If the Army's objectives are to provide senior officers with a broadened perspective toward management, then the Army must evaluate whether returning participants are bringing back new ideas, innovative approaches to management, etc. If the objectives are something different, then only the Army can determine ways in which to measure the programs' impact. However, if the objective is skills training, I suspect the impact is minimal since the purpose of executive education is development--increasing conceptual understanding of the management of organizations in a complex environment--not training in basic management skills.

4. Have recent Army participants been on an intellectual "par"
with their civilian classmates?

This has never been a problem. The military always have been among the "best" participants in the class--even in areas like marketing where they have no experience they do very well and earn everyone's respect. I have noted that not as many of the Army participants are being promoted to general officer as in the past. In the case of the Air Force, 90% of their MPE participants over the last 10 years have been promoted to general. Only a few of the Army participants have been promoted.

We have had four recent participants. Two of these were certainly "on a par" with their civilian classmates, and two were perhaps somewhat "above par."

The Army participants have definitely been on a par; they are intelligent, and they mix well with the group. They participate fully in discussions. On one occasion during a discussion of U.S. involvement in an international scene, the Army officers were the ones who used facts and clear reasoning rather than emotion in the discussion. (Some of the business executives argued emotionally, for the same position.)

There has been a good deal of appreciative comment on the contribution made by the Army participants. The Institute stresses the value of bringing together a rich mix of people from many different vocations, backgrounds and viewpoints. The Army participants clearly are seen as providing valuable input.

We are unanimous in our appraisal of Army participants. We have certainly found them to be the intellectual equals of the other participants. They are active contributors in class and small group discussions and often assume leadership roles (class president, committee chairman, etc.).

I am personally familiar with the last four colonels who have gone through our program. Three of the four, were clearly on "par," or better. One, a

Chief of Congressional Liaison, could very clearly "hold his own" in any boardroom in the country. The fourth was perhaps only a little weak. The first three also had superior attitudes and made major contributions to the program. The fourth was not as motivated to contribute.

For the most part, the Army participants have been West Point graduates and all have had considerable intellectual abilities.

They wouldn't clear our admissions process if they weren't. Their backgrounds, perspectives and experiences are different, however, sharing those perspectives and learning from others is the purpose of attending.

As to quality of Army participants: They have been outstanding men, and certainly of high intellectual quality.

5. What benefits have civilian participants (and their firms) received from the presence of Army officers?

Their civilian classmates have benefited from the different perspectives of the Colonels. This broadening of the participant's view is one of our main objectives. Our participants are formed into teams for case analysis and to provide each other study support. The hardworking Colonels are good role models and contribute their expertise. Also, the Colonels demonstrate leadership ability which not only contributes to the program, but to other participants' learning from observing them.

It is important, especially for the non-U.S. participants to spend time getting to know the Colonels as people and realize that they are human. The Colonels dedication and loyalty to the Army and the United States does not mean that they are unconcerned about other countries and their welfare. In the three weeks together, the civilian participants get a chance to understand this about the colonels.

Our program would be the poorer without the Army's participation for the reasons above. Also, I always assign the Colonels to a major class leadership role and can trust that they will involve the other participants and accomplish their goal.

Any investment that you make that provides a peripheral benefit equal to that which the Army receives through these programs should, it seems to us, be considered a first-rate investment. Your representatives have the opportunity of interacting with "opinion-leaders" both in their corporate capacities and in community leadership capacities. With the caustic manner in which the press treats the management of the Services, we know that you must benefit from having substantial individuals negating these public-fed impressions by relating the experiences that they have had as individuals with specific officers in the Services garnered during an intensive relationship over an extended period of time. A distinct corollary to this benefit is the benefit of having these same civilian participants become cognizant of the military approach and solutions to problems affecting corporations and their applicability to corporate

decisions. Two of the essential elements of strategy are environmental scanning and stakeholder issues. Having the military point of view expressed in the classroom certainly enriches the corporate personnel in these areas of discussion.

In our broadly conceived program, where the history and the destiny of America are central themes, it is inevitable that participants will consider the role of the military. We explicitly discuss, for example, the American revolution; and we spend a good deal of time considering the tensions and opportunities of America vis a vis the communist ideology and the ferment in "third world" nations. It is extremely valuable to have in our midst people who are knowledgeable about the capabilities and the policies of our military institutions.

Getting to know the people with whom you conduct business is helpful to anyone. For our civilian participants, it is reassuring to learn that Armed Forces officers are real people and that they understand the problems facing the average business executive. Referring back to your fourth question, on intellectual equivalence, it has bothered me to hear more than one participant express surprise that this is true.

Civilian participants gain insight and knowledge of how the Army and its officers operate. The Army officers are articulate spokespeople for the leadership methods and practices used by the Army. The exchange of ideas and methods used in the Army and in civilian organizations help participants shape their own concepts of effective management.

As to civilian benefits from military participation: The sharing of knowledge and experience flows in both directions. The military has certain bureaucracies, procedures, needs, strengths, and other factors which can be of value to civilians. Civilian participants come to learn that the military participants are bright, highly motivated, well educated, competent managers who are not squandering tax dollars. They learn, they teach, they share. It is a good synergism.

In addition to the perspective that Army participants bring to the class, we have observed that civilian managers are typically not well-informed about military management and operations. As a result, civilian participants are naturally curious about the jobs and organizations of their military counterparts. There is always a great deal of class and informal discussion about current military issues, problems, and organization. The civilian participants develop an appreciation for these as well as insights into the quality of Army management. An absence of Army officers would undoubtedly negatively affect the learning environment of our executive programs.

All participants add to the education of other participants. In particular, officers typically bring an understanding of organization and motivation, a good feel for the international scene, and an understanding of strategy. We do discuss the differences and commonality of strategy in different settings. I am pleased to have a class drawn from many sectors of the economy and many parts of the world.

Through daily interactions, informal discussions in and out of the classroom, they learn much about the Army and gain an understanding of issues that cannot be had through the media. They are great ambassadors.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

CONVENTION OF INTERNATIONAL STUDIES ASSOCIATION

The issue of civilian education of military officers was treated, in detail, at the 1975 Convention of the International Studies Association in Washington, D.C. Three members of a convention panel, "Civilian Education for the Military Officer," provided deep insights into the value of civilian education for today's senior Army officer.

Adam Yarmolinsky suggested that while all civilian institutions have their own unique "character" it is still possible to isolate at least three unique characteristics which are common to all these institutions: (1) freedom of inquiry, (2) innovation, and (3) democracy of intellect. He shows why "each characteristic" should be a vital addition to an Army officer's professional development.

He states that freedom of inquiry is basic to the educational process. Without it, the teacher cannot teach, the student cannot learn, and the scholar cannot explore the frontiers of knowledge. In the military, however, freedom of inquiry is severely restricted by the situational requirements of the sometimes immediate obedience to orders.

Innovation is listed as the essential "business" of education, much in the same way as replication is the essential "business" of training. In the Army, though, innovation has to frequently take a back seat to the performance of assigned tasks in the time-honored "Army way."

In the civilian university, democracy of intellect "offers the franchise on as nearly equal a basis as human frailty will permit." But in the military, democracy is limited because the Army simply isn't

always "democratic." There is a necessary hierarchy of authority to ensure the smooth functioning of operations and performance of missions.

Yarmolinsky went on to explain why he thought it is important for officers to be educated in non-military subjects beyond the general education they acquire in pursuit of a bachelor's degree or even a master's degree. He indicates that the reasons for the requirement for this type of schooling are to be found in three general areas:

(1) In the needs for professional skills in what are essentially civilian professions, because it is the professional schools that are the primary sources of intellectual renewal in every profession that properly refers to itself as such.

(2) In the need for general background in areas of public policy and statecraft that affect the daily work of senior Army officers.

(3) In the need to return, from time to time, "to the springs of intellectual inspiration in order for an officer to avoid going stale, or even sterile, in the middle years of his career."

Summarily, Yarmolinsky states:

Without an adequate background in the current economic, social, and political problems of the world and the best current thinking about those problems, any of these officers can get the United States into a good deal of trouble--and much of the rest of the world may be pulled in along with us.

In response to the question of why the benefits of civilian education cannot be attained either by bringing full-time civilian instructors into a military educational institutional setting or by using the familiar War College system of introducing significant numbers of distinguished civilian lectures, he says:

I submit that the difficulty with the first

alternative is that civilian instructors in military institutions inevitably end up either as second-class citizens, or at least, as the opposite of role models, and their intellectual influence is extremely limited. They speak, but are not heard. There is a kind of glass curtain between their lives and the lives of their students. My objection to the public lecture technique is somewhat different, but equally strong. It is just not possible to derive the kind of intellectual values that flow from continued exposure to a good teacher when he is present for this day and trip only."

The second panelist, Josiah Bunting, made an impassioned plea for additional nonmilitary liberal education of Army officers. He maintained that while a senior Army officer must certainly master the technicalities of his profession, he must also go beyond naked knowledge and know how to think. His example is poignant:

In the world of sovereign states, it has been an article of faith, for many hundreds of years that si vis pacem para bellum (if you wish peace, prepare for war). Nothing is so certain than that this insanity has resulted in suffering and misery and led remorsefully to war. And yet, all the intellect in Western history has seemed powerless before it.

Peter Dawkins, the third panelist, presented a very comprehensive evaluation of special civilian education for military officers that seems so simply to sort out the real serious issues of professional development training, and place them in the proper perspective.

One must never lose sight of the fact that the mission of the Armed Forces is to be prepared to fight. Officers who are in school are not "on the job," and, in the short run, anyway, their absence detracts from readiness. (But) by the same token, the Psalmist reminds us that "where there is no vision, the people perish." Career professionals need to be relieved, from time to time, from the urgent pressure of day-to-day operational concerns, and stimulated to ask themselves "Why do we do things as we do?" "Is there a better way?"

CONTEMPORARY COMMENTS

The military certainly has no shortage of critics. On February 27, 1984, U.S. News & World Report suggested that certain major command and intelligence lapses occurred in the Grenada invasion when Americans went ashore without proper maps and then ran into surprisingly heavy Cuban opposition. The report blames, in part, the military lack of leadership for the loss of 241 servicemen in the Beirut bombing of 23 October 1983 and the loss of two planes, the death of one pilot and the capture of Navy Lt. Robert Goodman by Syrians on 4 December 1983 during a bombing mission over Lebanon.

The article also quotes Jeffery Record, a senior fellow at the Institute for Foreign Policy Analysis:

On balance, America's military record since Inchon has been one of persistent professional malpractice that in any other profession would constitute grounds for disbarment, denial of tenure, or legal action. It is a record made all the more disturbing by the apparent absence in the Pentagon of a capacity for self-correction.

In the same article, however, Robert Cocklin, Executive Vice President, Association of the United States Army, points to a number of U.S. military successes and suggests a more pragmatic approach to the situation:

We need more managers because the programs that exist have to be managed--and managed as efficiently as possible. The fact that we do have a large military organization and a certain amount of bureaucracy need not be seen as a bad development.

The need for new, innovative methods of understanding and solving modern problems is brilliantly illustrated by Alvin Toffler. He

presented the rate of knowledge advances and technological change by dividing the last 50,000 years of man's existence on earth into 800 lifetimes of 62 years each. The results are outlined below:

- a. The first 650 lifetimes were spent in caves.
- b. Only during the last six lifetimes did masses of men ever see a printed word.
- c. Only during the last four lifetimes has it been possible to measure time with precision.
- d. Only in the last two lifetimes has anyone anywhere used an electric motor.
- e. The overwhelming majority of all the material goods we use in daily life today have been developed within the present, the 800th lifetime!

GOALS OF CIVILIAN PROGRAMS

In reviewing objectives of civilian university executive development programs, two common goals were advanced with great regularity:

- (1) To make generalists out of specialists.
- (2) To develop conceptual skills and increase executive effectiveness through exposure to current decisionmaking communication, and behavioral science findings.

The second goal is quite understandable, but goal number 1 merits some expansion.

According to RETO,

A specialist is an officer whose training, education and utilization are geared to the need for applying a narrowly definable body of subject matter expertise in the performance of his duties--to the exclusion of much other information previously required of Army officers.

A generalist is an officer whose primary efforts are involved in the management of more than one specialty field. For example, a manager of logistics, intelligence and personnel administration is a generalist. An installation manager is a generalist. Most commanders, at least above company level, are generalists...One might even say that a true generalist is an officer whose training, education, experience and demonstrated performance in positions of wide ranging responsibilities identify him/her as an expert in the planning and integration of all arms and services.²⁶

Clearly, it is easy to see from these definitions that the terms "specialist" and "generalist" may mean different things to different people. This confusion can be limited if there is an agreement that both definitions are, in fact, relative. That is, a senior officer can be both a specialist and a generalist at the same time, although he or she can usually improve effectiveness by "tilting" in the proper direction as circumstances and conditions warrant.

For this study we are assuming that most Army officers become "specialized" early in their careers. The problem we are dealing with is the agreed-upon need for officer "generalists" to command combined arms units and to manage staff organizations or even specialty fields.

Executive development programs offered by civilian colleges and universities have several significant general purposes:

- (1) To increase executive management capabilities.
- (2) To broaden analytical and planning techniques.
- (3) To enlarge abilities to appraise social, economic, political, and technological changes, thereby resulting in positive effects upon organizations.

(4) To provide for mutual exchange of expertise among top corporate executives from different areas and industries, along with senior government and military officials.

The programs have some very clear benefits:

- a. Sharpened analytical skills.
- b. Opportunity for interaction with civilian counterparts and faculty in informal settings.
- c. Reestablishment of the career officers ties to the civilian community.
- d. Time away from the military environment to allow the officer to engage in reflection as he moves from one high-pressure job to another.
- e. Offers a period of mental flexing and intellectual stimulation.
- f. Enhances the prestige of the profession.
- g. Contributes to more efficient command/management.
- h. Relative short length of course does not keep officer out of the force structure.
- i. Exposure to differing values and problems and interaction with other senior managers on close personal terms.
- j. Establishment of a valuable set of professional relationships. The socialization that takes place, the confidence and respect that is built and the interchange of professional knowledge have a significant social and economic value.
- k. Provides a retention incentive for high-quality officers.
- l. Increases the Army's intellectual and technological capability.

m. Keeps the Army abreast of attitudes and developments in academia.

REVIEW OF HYPOTHESES CONCLUSIONS

Referring back to the hypotheses listed in the introduction to this study, the following conclusions are drawn, based on information contained in this report.

(1) The newly established selection criteria, based on the individual rather than on his or her position, is much more appropriate. especially as budgets become strained. This procedure eliminates those people who attend only "because they are required to," thereby freeing the spaces for seriously interest colonels. Publicity of the program, however, is less than adequate...although the administrators of AMP already realized that and were in the process of correcting that problem during the conduct of this study.

(2) There is no evidence that the Army would reap great benefits if a substantial number of additional colonels would be authorized to participate. That is not to say that, with better feedback and follow-up, justification for expansion would not surface.

(3) Without question, the evidence is overwhelming that the valuable education provided by the US Army Advanced management Program is unavailable through other means. This blossoming form of executive training has become a mainstay of civilian executive development, and one should refer to the comments of course administrators for detailed reasons.

RECOMMENDATIONS

1. Although AR 351-23 is reportedly under revision, it is still "out there" giving information that is in conflict with current procedures. While the revision procedure should be expedited, this publication should be rescinded, or, at least, have a "change" published to note that it is temporarily "inoperative."

2. The problem of sparse "follow-up" to this program must be resolved. The short "course evaluation" completed by each colonel upon completion of a program is simply inadequate. It should be replaced by a scientifically prepared format, possibly with the assistance of course administrators who are aware of the need for this action. Additionally, another contact should be made with the "graduate" at least one year subsequent to graduation to gain his or her perspective after having an opportunity to apply any "lessons learned."

3. The following additional research should be conducted, particularly to see if this type of training should be expanded and made available to more colonels.

a. Contact supervisors or "graduates" to evaluate perceptions of those colonels who attended one of the AMP courses as opposed to those who did not.

b. A determination of how long "graduates" remain in service subsequent to completion.

4. Publicity of this program should be given continued heavy emphasis. For Academic year 1986, under the new selection criteria, only 167 applications were received, although the population of colonels was 4,808

As mentioned previously, this problem is well known to the current

Director of OPMD who has already taken steps to eliminate it. For example, there was a very comprehensive article published in a recent issue of the Army Times (See Annex "D") and a capsule summary of the program will appear in the new edition of the very well-read OPMD Orientation and Counseling Guide.

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APPENDIX A

DEVELOPMENT PERIOD: COLONEL (ANNEX EE TO PDOS)

1. PURPOSE. To describe the requirements and educational experiences for the colonel.

2. DISCUSSION.

a. Background.

(1) The development period of the colonel begins with the officer's selection to the grade of colonel and ends upon retirement or selection for general officer. Approximately 50 percent of Army lieutenant colonels will be promoted to colonel. This selection process is designed to ensure that only those officers whose performance of duty and potential for further service rise to positions of great responsibility within the Army.

(2) Officers promoted to colonel are highly motivated professionals who have a diversified assignment pattern, generally in two or more specialties, have usually attended all traditional Army educational schools, very often possess an advanced degree from a civilian institution, and have usually commanded at least once during their career. From this select group will rise the executive level of leadership that will determine the future of the Army. It is essential that these officers are provided the necessary educational tools and opportunities which will ensure that their capabilities and potential are fully developed and utilized in the future.

(3) In the United States Armed Forces, as well as many foreign armed forces, the traditional educational opportunity provided on a selective basis to officers who have or are expected to attain the rank of colonel or higher has been the Senior Service College (SSC). The Army War College (AWC) curriculum has been designed to serve as a catalyst to assist the student in the transition to a higher professional level and frame of reference. The other Senior Service Colleges (Air, Industrial College of the Armed Forces, National, and Navy) serve the same purpose, although with a different orientation peculiar to that college's mission.

b. What the colonel must BE-KNOW-DO.

(1) The primary role of the colonel is that of an integrator--one who can successfully manage many systems and orchestrate those systems in such a way as to achieve a stated purpose. As a senior leader, the colonel must not only possess advanced reasoning and analytical abilities but must develop the cognitive skills which are essential to successful performance in the demanding positions to which he will be assigned. Colonels are expected to be experts in their

designated specialty(ies) and capable of providing guidance and direction to the many individuals and programs under their control.

(2) The colonel must understand the role of the Army in national and international strategy and policy. He must have a complete understanding and appreciation for the interrelationships between the combat, combat support, and combat service support systems as well as joint and combined forces and operations. As senior leaders, they must fulfill roles and responsibilities as integrators and branch/functional experts in leading and staffing Army and defense organizations. Their warfighting orientation is on operations and support doctrine at corps and echelons above corps; however, they must understand the entire spectrum of conflict and are intimately involved in policy and decision making at the strategic level of war.

(3) Colonels command, direct, organize and train brigade or equivalent level (including joint and combined) TDA organizations. They shape the environment for the development of personal and unit values congruent with Army values and set the climate for command, self-development and mentoring. They serve as role models for the Army at large and represent the Army before outside organizations. They rely heavily on synthesizing processes for decision making while retaining skills from earlier analytic processes which enable them to assess, allocate and integrate forces required to plan and execute tactical and operational plans to meet any contingency.

c. The Environment of the Colonel.

(1) The average time in service for the lieutenant colonel selected for promotion to colonel is 20.6 years of commissioned service. These are officers who have elected to remain in the Army and who have been recognized as possessing the quality and potential for further service at the highest levels of the Army. Approximately ten percent were selected from below the promotion zone and of those, approximately 90 percent were senior service college graduates. Of those selected in the primary zone, approximately 45 percent were senior service college/ equivalent graduates.

(2) These officers are highly qualified in their specialty(ies) and can be called upon to serve in a variety of demanding positions throughout the Army and the Department of Defense. Approximately 40 percent of all colonel positions are branch immaterial and 88 percent are in TDA organizations.

(3) The primary educational experience available to these officers is senior service college, resident or non-resident, or alternative educational Level 1 (MEL 1) designation. Current policy specified that all lieutenant colonels who have neither received credit for attendance nor declined to attend resident SSC, have completed a Command and Staff College, and are between their 16th and 23rd year of commissioned service, are eligible to be selected for attendance at SSC.

Eligibility criteria for the Army War College Corresponding Studies Program (AWCCSP) is similar, but expands the grades and years of service. Current regulations specify that the AWCCSP is the only non-resident SSC eligible for award of MEL 1. For Academic Year (AY) 84-85, 319 OPMD officers were selected for resident and 149 for non-resident attendance.

(4) In the AY 84-85 class 99.7 percent were colonels, lieutenant colonels (promotable) or lieutenant colonels in either the primary or secondary zone to colonel; 86 percent had completed command at the lieutenant colonel level.

(5) While approximately 50 percent of the officers eligible are promoted to the rank of colonel, only 20 percent are selected for resident SSC attendance. Currently 68 percent of serving colonels/lieutenant colonels (promotable) have been or will be awarded MEL 1. To ensure that the SSC graduates are equitably distributed throughout the Army, 85 percent are assigned under the provisions of a MEL 1 distribution plan.

(6) Command opportunity for colonels is 20 percent and only ten percent may be selected in their first year of eligibility.

(7) Current law specifies that mandatory retirement for colonels is 30 years of service, however, in a very few cases (currently 34) a colonel may remain on active duty in a recall/retention status.

(8) The selection rate for promotion to brigadier general is approximately eight percent.

d. Roles in the Development Period for the Colonel.

(1) Individual. The role of the individual officer is focused on gaining an in-depth education and expanded frame of reference of Army staff and operational procedures, concentrating on joint and combined planning and operations at echelons above corps using: the military reading program, computer-assisted instruction (CAI) packages, video and audio teleconferences and wargames to augment field training opportunities. The officer will continue to use assessment technology to monitor his own strengths and weaknesses while serving as a senior mentor "expert" in an area of concentration functional area or branch assignment. The officer will evolve in sights from educational and developmental opportunities in unit/organizational assignments and shift his decision style to handle "non-programmed" types of decisions required at higher levels, while retaining decision making skills used at lower levels.

(2) Mentor. The role of both the school and unit mentor is to explain/reinforce the higher frame of reference at the colonel level. As a result the colonel will possess demonstrated expertise in

integration of weapons systems and support functions necessary to obtain and sustain these systems (extensive use of computer simulations, field training and visits to the National Training Center support his task). All mentors will serve as mentor instructors in support video-audio teleconferencing.

(3) Unit/organization. The unit/organization of assignment will provide experiential development opportunities to relate school theories to the real world and will include multiple electronic training support aids in officer development programs.

(4) Service school. The school role remains oriented on teaching, providing training support materials for the field and keeping the knowledge base current for multiple users and functions while continuing to stress the need for more complex integrative and synthesis skills. When developed, the use of artificial intelligence expert systems oriented on decision making will be added to the school curriculum.

e. Methods to Emphasize.

(1) The individual officer should take advantage of field trips, case studies, and professional reading to increase his knowledge. The application of this knowledge and further development can occur through Computer Assisted Instruction packages, computer teleconferencing and computer simulations (wargames). The Officer Professional Development System will continue to recognize that on-the-job training and immediate evaluation and feedback on performance remains a cornerstone of the officers educational process.

(2) The mentor should maximize the use of field trips, case studies, and field practical exercises to demonstrate real world applications to the theory. Professional reading and instruction in a small group mode to facilitate the professional development of officers will also be useful in providing the teaching and coaching officers require.

(3) The unit/organization must take advantage of real world field training or experiential application of the theory using real world applications. Useful techniques would be CAI packages, computer teleconferencing and computer simulations (wargames).

(4) The schools should include field trips, case studies, field practical exercises and small group instruction applying real world considerations. Instruction should include CAI packages, computer teleconferencing and computer simulations (wargames). As the technology develops, learning will also be enhanced using "smart" courseware and artificial intelligence--expert systems.

f. Objective. The aim of this Development Period is to develop a colonel who possesses the body of knowledge, conceptual and cognitive skills, expanded frame of reference and integrative ability to perform successfully in senior command and staff positions at high levels within the Army and Department of Defense.

g. Thrusts.

(1) Provide all Active Component OPMD officers the opportunity to obtain MEL 1 upon selection to colonel.

(2) Warfighting (echelons above corps) and "How the Army Runs" will be part of the core curriculum for all MEL 1 producing programs.

(3) Meet the pre-command needs of all Active and Reserve Component officers.

(4) Formalize the linkage between the intermediate and senior level schools.

3. Recommendations. The base policies for this Development Period are:

a. All active component (OPMD) lieutenant colonels (promotable) and colonels will receive the opportunity to attain MEL 1 level education (resident/non-resident/other).

(1) Colonel promotion boards will identify resident attendees.

(2) Remaining selectees will be enrolled in the AWC or other non-resident program.

b. All officers awarded MEL 1 will complete two courses: Warfighting (Echelons Above corps) and "How the Army Runs" which are to be offered and conducted by AWC.

c. The AWC will remain a Field Operating Agency of ODCSOPS. A formal curriculum coordination procedure will be developed between TRADOC and AWC.

d. A Pre-Command Course will be developed and tailored to the needs of Reserve Component lieutenant Colonel and colonel commanders.

e. An Army Regulation will be published which defines Pre-Command Course policies, purposes, and responsibilities.

4. CSA Remarks. The CSA conceptually approved the base policies with the following exceptions.

a. The decision on the policy that only lieutenant colonels (promotable) and colonels will attend SSC was disapproved.

b. The policy that the colonels promotion board would identify the resident attendees for SSC and the concept of an officer having only one opportunity for selection to resident school was disapproved. The CSA wanted to retain two separate boards for selection to colonel and SSC attendance, with the continued opportunity for multiple looks by different boards.

APPENDIX B

LETTER FROM COMMANDER, MILPERCEN
TO ALL MAJOR US ARMY COMMANDS, WORLDWIDE

SUBJECT: FY 86 Advanced Management Program (AMP) Training for Colonels

1. The purpose of this message is to announce procedures that will be used to select officers for attendance at Advanced Management Programs during FY 86.
2. During FY 86, up to 50 colonels will be chosen to attend advanced management programs at one of the participating universities in CONUS or abroad. Courses vary in length from one to six weeks; however, instruction is consistent as all courses provide training to develop executive management skills. The Advanced Management Program is intended to train decision makers in the colonel ranks who routinely influence the expenditure of large resources, human or financial, at major Army organizations, or influence decisions of great importance to the national security. Selection is based on potential for continued service and selectees incur a one-year service obligation.
3. In order to be considered eligible for FY 86 AMP Training, a volunteering officer must:
 - a. Be a SSC graduate (waiverable).
 - b. Be a serving colonel.
 - c. Have less than 26 years AFS.
 - d. Obtain endorsement from supervisor and approval for attendance on each command level through the MACOM.
4. Interested officers must forward requests for AMP Training through command channels to CDR, MILPERCEN, ATTN: DAPC-OPC-P, to arrive NLT 1 Oct 85. Officer selection will be announced prior to 1 Dec 85 for AMP attendance during CY 86. As part of your request, provide a general time frame you could be available to train and indicate your desires (if any) for a specific AMP course by type, e.g., financial management, strategic planning, general management, etc. If approved for training,, this time frame is key to contracting training.

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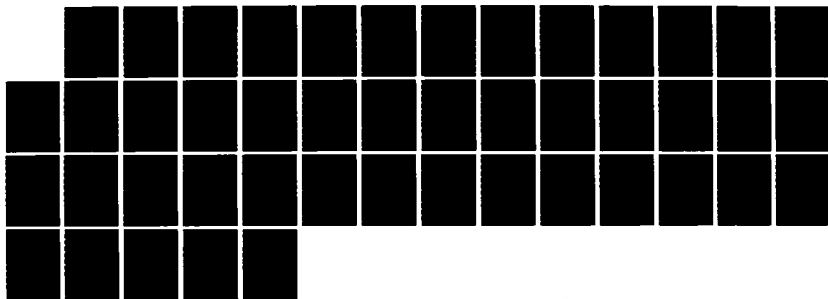
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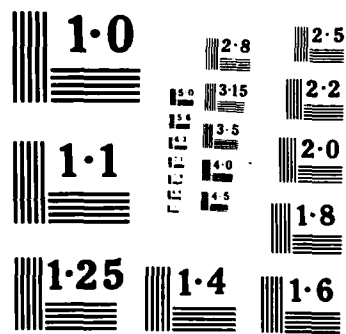
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5. The transition from "position" to "person" selection for AMP is the result of a recent personnel development officer study (PDOS) recommendation. The requirement for MACOM position submissions is hereby deleted. Although position descriptions are no longer required, MACOM's are believed to be in the best position to nominate individual officers performing in positions of such responsibility that expenditure of funds for post-SSC training represented by AMP is required for the betterment of the officer's performance and the organizational mission. As with all resource restricted programs, the number of quotas given any one MACOM will be limited; therefore, if multiple submissions are made by the MACOM, they must be prioritized. Officers nominated for AMP must have a minimum of one year remaining in the position; however, MACOM's are encouraged to recommend officers with two or more years retainability. MACOM's are requested to expeditiously forward individual applications received with a recommendation for approval/disapproval. A service obligation of one year accrues with attendance.

APPENDIX C

GENERAL SELECTION GUIDANCE US ARMY ADVANCED MANAGEMENT PROGRAM (PRESENTED TO AMP SELECTION BOARD)

1. In fulfilling the selection task, the following concepts and considerations should serve as points of reference and general guidance:

a. It is imperative that the Army have staff officers who are outstanding troop leaders. It is also essential to have colonels who can provide leadership in other key areas, to include specialty career fields and supporting staffs and units involving administrative, managerial, and technical missions. You must pick the best officers while recognizing that the positions they will fill require individuals with different strengths, capabilities, and backgrounds.

b. Give special attention to the officer who can conceptualize, chart strategies and formulate policies as opposed merely to organizing solutions to problems.

c. Look for evidence that the officer provided the direction and force that shaped outcomes rather than reacted successfully to a series of events.

d. Consider an officer's ability to represent the Army effectively and to articulate Army positions persuasively within the Army, Defense Department, the Government, and to the public.

e. Evaluate dedication and attitude toward service to the Nation and the Army. There is a need for the selfless.

f. Give no weight whatsoever to the source of commission.

g. Give full attention to those suited for positions of responsibility at the highest level. An officer's potential is manifested in his or her demonstrated overall manner of performance.

h. Your assessment of individual records must include a careful review of each of the following factors:

(1) Integrity, character, and ethical standards. Throughout the selection process, consideration must be given to demonstrated professional competence and integrity, which constitute the real foundation of successful leadership from which moral authority is derived. Likewise, absolute integrity of word, deed, and signature is a matter that permits no compromise. The individual officer thus bears great responsibility for establishing and observing scrupulous ethical standards, and must demonstrate the highest standards of morality and military professionalism.

(2) Loyalty and commitment to Army goals and missions.

- (3) Intelligence, creativity, and professional knowledge.
- (4) Demonstrated sensitivity to human beings and the ability to teach, coach, communicate and mentor.
- (5) Scope and variety of the tasks and manner of performance.
- (6) Degree or level of responsibilities.
- (7) Trend in efficiency--up or down--as experience is gained and responsibility increases, coupled with potential for outstanding performance at higher grades.
- (8) Vigor and potential for long-range service in demanding positions.
- (9) Military and civilian education.
- (10) General physical condition. A partial disability which is the result of a disease, wound or injury should not in itself be considered disqualifying unless it prevents the individual from performing the job. You must bear in mind that waivers have been granted to officers with certain physical profiles. Therefore, the fact that an officer has been continued on active duty is tantamount to establishing that he or she possesses the physical qualifications which would allow assignment to any position commensurate with grade, specialties and profile limitations. This guidance is not to be confused with an officer's professional responsibilities for maintaining reasonable standards of physical fitness, weight control and body fat standards as prescribed in AR 600-9.

2. Officer Evaluation Report (OER) issues:

a. No assessment of demonstrated professionalism or potential for future service can be complete or objective without a review of the individual's entire record. The total-person concept should govern; isolated examples of excellence or mediocrity should not be used as sole determinants for selection or nonselection. The individual's record provides the most complete compilation of opinion from many sources, covers a variety of experiences, and assists in judging the whole person. However, the record should be used primarily to assess potential and as an aid in predicting future contributions rather than as a basis for rewarding past performance. It would be desirable for the Board to be able to interview the applicants and nominees; however, because this is not practicable, the Board may consider, as an extension of the record, the views of its members who know an officer personally. On the other hand, gossip should not be allowed as a substitute for fact.

b. The Army periodically has introduced new evaluation reports in an effort to obtain a more realistic measure of the performance and potential of rated officers and allow more precise and meaningful comparisons. Historically, the evaluations associated with these new

reporting systems have fluctuated significantly throughout established rating chains, and some officers consequently may have been unduly penalized in comparison with their peers during the early period of changeover to the new system. When rendered during the first year of implementation especially, such reports should be weighed in light of the officer's record rather than either being disregarded or serving as the sole basis for nonselection.

c. It is also apparent that as the Officer Corps becomes more accustomed to new versions of evaluation forms, the risk of inflation is greater. The reality of inflationary trends in OER's will make your task of selecting those officers best qualified all the more difficult. Accordingly, it is imperative that you consider the assessments, rendered in OER's in conjunction with the officer's overall records, his/her professional reputation, and the Board's collective knowledge of his/her personal conduct.

d. OER's should be closely examined. It is here that patterns of strengths and weaknesses over a period of time will appear. These reports should be weighed in terms of:

- (1) Length of time in the assignment.
- (2) Length of time covered by each report.
- (3) Consistency of evaluations among members of a rating chain, and the consistency of ratings over a period of time.

e. All aspects of an OER, regardless of the version, are significant. Features on the current form 67-8 which merit particular attention include:

- (1) The scope and degree of responsibility as outlined in the duty description. This input is developed by the rated officer.
- (2) Trends in professional competence, Part IV, viewed over a series of reports, as opposed to isolated variations from the general trend.
- (3) The rater's performance evaluation, to the extent that it deals with the specifics of performance--that is, what an officer did and how well he or she did it.

(4) The rater's assessment of the rated officer's potential.

(5) the senior rater's evaluation, keeping in mind as Board members that this section should be most valuable to you if assessed by comparing the check in the evaluation box with the senior rater profile as amplified by his or her comments on the rated officer. The "Center of Mass" concept coupled with determination of whether the individual is "ahead of, with, or behind the pack" is most helpful in evaluating box checks.

3. The Army is firmly committed to a plan of affirmative action that is intended to provide equal opportunity for minority officers and female officers in all facets of career progression and assignment utilization.

4. The Centralized Command Selection procedures under the Officer Personnel Management System (OPMS) are producing increasing numbers of highly successful field grade commanders from the training base as well as from TOE units. To dispel erroneous field perceptions that qualitative distinctions exist between the types of OPMS commands--for example, TOE Battalion/Brigade versus Training Battalion/Brigade or DISCOM versus Depot Command--the individual officer's record must be assessed on the basis of his performance as a commander rather than on the circumstances which may have dictated the type of OPMS Command to which he or she was assigned.

APPENDIX D

UNIVERSITY PROGRAMS
UTILIZED BY US ARMY ADVANCED MANAGEMENT PROGRAM
ACADEMIC YEAR 1986

ASPEN INSTITUTE

EXECUTIVE SEMINAR PROGRAM

LOCATION: Aspen, Colorado
Wye, Maryland

DURATION: Two weeks

TUITION: \$4,000 including room and meals

PARTICIPANTS: The seminar is limited to 20-25 senior managers from industry as well as the media, architecture, education, government, and the law.
SALARY RANGE: Not Available.

SUBJECT MATTER: The purpose of the program is to examine the values underlying significant decision making, and to determine whether values are changing vis a vis changing political, economic and social worlds. Discussions based on writings from history's great thinkers range from personal and institutional values. Development of our democratic system, the role of capitalism, tensions between power and morality, and the nature or leadership.

COMMENT: This program is a unique educational experience in which leaders from various sectors of society gather for two weeks to examine the enduring issues that face mankind. It has become a significant national forum in exploring and challenging personal and organizational values.

CARNEGIE--MELLON UNIVERSITY
SENIOR EXECUTIVE SEMINAR

LOCATION: Pittsburgh, Pennsylvania

DURATION: Three weeks

TUITION: \$3,500 including room and meals

PARTICIPANTS: 30-35 executives from local, state, and national governments, domestic and abroad as well as not-for-profit executives and private sector professionals whose responsibilities interface with the public sector.
SALARY RANGE: \$31,000-\$60,000 MEDIAN \$37,500

SUBJECT MATTER: The emphasis is on the responsibilities and opportunities of policy-level executives, rather than on day-to-day management techniques. Other topics include the social, political, and economic environment; Direction and Guidance of Programs, Projects, and Policy Development; Performance Review and Program Evaluation; Management of Human Resources. Resources Acquisition and Administration; and Presentations, Testimony, Community and Media Relations.

COMMENT: The program is particularly suitable for policy-level officers from all levels of Government as well as executives from the private sector who are responsible for the overall productivity of their organizations.

COLUMBIA UNIVERSITY
MANAGING THE ENTERPRISE

LOCATION: Harriman, New York

DURATION: Four weeks

TUITION: \$9,500 including room and meals

PARTICIPANTS: 75 executives, primarily from senior management of large companies in a broad cross section of industry. While a large percentage comes from overseas, the program is designed more specifically for domestically based executives.
SALARY RANGE: \$50,000-\$100,000+

SUBJECT MATTER: The development and implementation of strategies that enable a business to succeed competitively; structuring activities up, down, and across the enterprise into a working relationship; effecting fundamental change within a business; and maintaining efficiency in the present while preparing for the future.

COMMENT: The program is designed for upper-level executives with operating responsibilities. The focus is on corporate and single unit business strategies and their implementation.

CORNELL UNIVERSITY
EXECUTIVE DEVELOPMENT PROGRAM

LOCATION: Ithaca, New York

DURATION: 5 weeks

TUITION: Approximately \$7,500 including room and meals.

PARTICIPANTS This program can accommodate 100 participants.
Salary Range \$33,000-\$160,000 Median \$73,000

SUBJECT MATTER: The theme of the program is "Continued Organizational and Individual Development." Its purpose is to help participants develop a broader management perspective. Five major areas are discussed. Individual and Organizational Productivity; Operational Decision Making; Social and Economic Environment; Managerial Finance; and Market Planning and Strategy Formulation.

COMMAND: This program is one of the outstanding general management programs in the U.S. Special emphasis is placed on accounting and finance. Marketing has less emphasis and is integrated into corporate strategy.

DARTMOUTH COLLEGE
TUCK EXECUTIVE PROGRAM

LOCATION: Hanover, New Hampshire

DURATION: 4 weeks

TUITION: \$9,000 including room and meals except Saturday evening and Sunday.

PARTICIPATION: 96 participants are senior and upper middle managers from a wide range of industries.
Salary Range \$50,000-\$120,000 Median \$90,000

SUBJECT MATTER: The Tuck Executive Program emphasizes the scope and integrated nature of strategic policy decisions. Core material dealing with the design and implementation of corporate and business-level strategies is supported by major attention to the interrelationships among the following subjects: Financial Management, Accounting, and Control; Organization Design and Leadership; Marketing and Operations Management; The Economic and Political Environment; Executive Fitness and Stress Management; Ethical Dilemmas in Management.

COMMENT: This program is a solid senior executive program focusing on strategy formulation and implementation. Emphasis is placed on the interrelationships among marketing, finance and operations as they relate to the strategic purposes of the company.

DARTMOUTH COLLEGE
DARTMOUTH INSTITUTE

LOCATION: Hanover, New Hampshire

DURATION: 4 weeks

TUITION: \$7,500 including room, meals, cultural activities and scenic tours.

PARTICIPANTS: The program can accommodate a maximum of 50 participants.
Salary Range \$50,000-\$110,000 Median \$90,000

SUBJECT MATTER: The theme of the Institute is "Perspectives on the 20th Century." The program is designed to help seasoned managers put into useful perspective the experience and managerial skills which they have acquired. The program assumes that the broader the responsibilities one holds, the more likely a senior manager is to meet problems whose solutions lie, at least in part, beyond the scope of his or her professional training and management expertise. The topics developed are divided into three interdisciplinary courses: Language, Culture, and Personality; Science and Society; and The Idea and the Reality of America.

COMMENT: This program is a four-week examination of the U.S. in the 20th century including its culture, technology and values.

DUKE UNIVERSITY
THE DUKE ADVANCED MANAGEMENT PROGRAM

LOCATION: Durham, North Carolina

DURATION: 4 weeks

TUITION: \$7,500 including meals.

PARTICIPANTS: In 1985 there were 65 participants.
Salary Range \$50,000-\$150,000 Median \$80,000

SUBJECT MATTER: Strategic planning and strategic management are the focus of this program. It includes a review of the following issues: Strategy Formulation & Implementation; Financial Management; That Transition to General Management; Human Resources Management; Entrepreneurial Leadership; Future Challenges of Executives; Managerial Economics; Management Information Systems; Management of Technology & Innovation.

COMMENT: This program is a new and important entry in general management education. Course material emphasizes strategy formulation and implementation, and attention is paid to entrepreneurial leadership and the management of technology and innovation.

EMORY UNIVERSITY
ADVANCED MANAGEMENT PROGRAM

LOCATION: Sea Island, Georgia

DURATION: 4 weeks

TUITION: \$5,950 including room and meals.

PARTICIPANTS: This program can accommodate 40 participants.
Salary Range \$45,000-\$200,000 Median \$80,000

SUBJECT MATTER: Finance; Management Skills and Styles; Accounting;
Strategic Planning; Marketing; International
Environment; Social Change/The Future and Management of
Change; Macro Economics; Productivity; Behavior
Modification in Management; Labor Issues; Government
Issues and Changes.

COMMENT: This program is recognized as a major element in
executive education in the southeastern U.S. The
curriculum flows from the specifics of the organization
in the functional areas (50%) to the external
environment (30%) to managerial skills.

GEORGIA STATE UNIVERSITY
MANAGEMENT DEVELOPMENT PROGRAM

LOCATION: Lake Arrowhead, Waleska, Georgia

DURATION: 6 days

TUITION: \$1,650 including room and meals.

PARTICIPANTS: Each session can accommodate 40 participants.
Salary Range Not available.

SUBJECT MATTER: Accounting, Finance, Marketing, Human Resources, and
Decision Sciences.

COMMENT: This program is a condensed exposure to the principles
of general management and to the functional and
behavioral areas that support it. Participants are
primarily at the middle management level from Georgia
and surrounding areas.

HARVARD UNIVERSITY
MANAGING THE INFORMATION SERVICES RESOURCE

LOCATION: Boston, Massachusetts

DURATION: 2 weeks

TUITION: \$6,000 including room and meals.

PARTICIPANTS: The 140 participants have responsibilities in information systems management, either senior management to whom the IS resource reports, or the management of the IS itself. Typical titles have included Vice President, Finance; Vice President, Data Systems; Controller; Director of IS; Director of Operations Services; and Manager of Technical Services.
Salary Range \$40,000-\$100,000 Median \$75,000

SUBJECT MATTER: Managing the Information Services Resource focuses on managing, evaluating, and planning the development and growth of electronic information systems activity (including computers, telecommunications, and office automation). The program is oriented toward management issues. The case materials deal with technology only as it relates to the decisions the firm must make and the way the information processing function should be managed.

INDIANA UNIVERSITY
INDIANA EXECUTIVE PROGRAM

LOCATION: Bloomington, Indiana

DURATION: 3 weeks

TUITION: \$4,750 including room and meals.

PARTICIPANTS: The two program modules can accommodate 35 participants
 each.
 Salary Range \$30,000-\$100,000 Median \$55,000

SUBJECT MATTER: Each of the two programs comprising the Indiana
 Executive Program are designed to integrate the course
 materials they contain. The programs are typically
 taken in sequence but can be selected as stand alone
 options. I. The Professional Manager emphasizes the
 critical functions of the manager in the utilization of
 corporate resources. II. Managing business Functions
 focuses on the basis of business functions and the
 strategic planning process.

COMMENT: The curriculum of this long-established program is
 divided in a unique way. The participant may elect Part
 I or II depending on needs and preferences, but would be
 advised to elect both in successive years, given the
 value of full coverage of the subject matter.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
MANAGEMENT OF RESEARCH, DEVELOPMENT AND TECHNOLOGY-BASED INNOVATION

LOCATION: M.I.T., Cambridge, Massachusetts

DURATION: 2 weeks

TUITION: \$3,500 including lunches plus about \$250 for dormitory room (extra for nearby hotel rooms)

PARTICIPANTS: Participants are senior project managers and directors of research, development, and engineering. The program is designed for 65-70 participants and was fully subscribed in 1985.

Salary Range Not available

SUBJECT MATTER: First Week: The Process of Technological Innovation; Managing the Technological Problem-Solving Process; Staff Selection, Development, and Motivation; Distinguishing High Performers from Low Performers; Organization Structure and Laboratory Design; Role of the Technological Gatekeeper; Supervising R&D Teams and Technical Groups; Forecasting Technological Change; Allocating Budget and Manpower among Alternative Goals, Strategies, and Technical Programs. Second Week: Selecting and Planning R&D Projects; Managing R&D Projects for Cost/Schedule Control and Overall Technical Results; Project, Functional, and Matrix Organizational Approaches; Securing Market Inputs for Industrial Goods Innovation; Relating R&D to Marketing and Production; Managing Interactions between Process and Product Innovation; Organizing and Managing Technical Venture Programs; Designing Overall Technological Strategy; Participants choose four of eight available afternoon seminars.

NORTHWESTERN UNIVERSITY
INSTITUTE FOR MANAGEMENT

LOCATION: Evanston, Illinois

DURATION: 4 weeks

TUITION: \$7,000 including room and most meals

PARTICIPANTS: The program is designed for senior executives with not more than 55 in a session.
Salary Range \$65,000-\$100,000 Median \$80,000

SUBJECT MATTER: Strategic View of the Enterprise, Organizational Structures and Utilizing, Microcomputer Management, Managing the United States Economy, International Monetary System, and Business and Social Priorities.

COMMENT: This is Kellogg School's flagship program for upper level executives. The curriculum extends beyond the basics of marketing, finance and operations to deal with the overall strategies of the organization in an internationally competitive environment.

NORTHWESTERN UNIVERSITY
EXECUTIVE DEVELOPMENT PROGRAM

LOCATION: Evanston, Illinois

DURATION: 3 weeks

TUITION: \$5,700 including room and meals

PARTICIPANTS: The two sessions can accommodate up to 120 participants.
Salary Range \$38,000-\$85,000 Median \$60,000

SUBJECT MATTER: Marketing, Finance, Accounting, Strategy formulation,
Organizational Behavior, Competitive Analysis, Economic,
Industrial Relations and Manpower Planning, and
International Finance.

COMMENT: This program deals with the fundamental functions and
processes of management. It is designed for middle
managers of proven potential.

NORTHWESTERN UNIVERSITY
ADVANCED TRANSPORTATION MANAGEMENT

LOCATION: Evanston, Illinois

DURATION: 3 weeks

TUITION: \$4,275 including lunch and 2 group dinners but not room.

PARTICIPANTS: Participants are middle to upper level managers concerned with transportation, pipelines, traffic and distribution. The program can accommodate up to 50 participants.

Salary Range \$35,000-\$90,000

Median \$50,000

SUBJECT MATTER: Each of these areas is structured into elements of policy, of latest techniques of organization, and of communication, including: Financial Management and Cost Control, Management Science, Marketing Management, and Distribution Management and Logistics

THE PENNSYLVANIA STATE UNIVERSITY
EXECUTIVE MANAGEMENT PROGRAM

LOCATION: University Park, Pennsylvania

DURATION: 4 weeks or 4 spaced weeks

TUITION: \$6,900 including room and meals

PARTICIPANTS: Participants are upper middle and senior level executives who make or influence strategic decisions at the corporate, group, division and plan levels. Representative titles include executive, group, or division vice president; vice president or director of functional areas such as manufacturing, marketing, and human resources; and product or plant manager. A majority have more than 20 years experience and a minimum of 8 years of management experience. Each session can accommodate 42 participants.

SUBJECT MATTER: The program is presented from the perspective of the CEO, viewing the enterprise as a whole. Human Factors in Planning and Organizing, Corporate Strategic Planning, Financial Planning and control, Strategy Implementation, Financial Management and Capital Markets, International Business and Finance, Conflict Management, Operations Management, Quantitative Business Analysis, Marketing and competitive Strategy, Social and Political Influences on Business.

COMMENT: This has been a basic program in the fundamentals of management for over 30 years. It is characterized by a strategic focus as well as emphasis on the business functions, attracting senior and upper middle managers nationally.

STANFORD UNIVERSITY
EXECUTIVE PROGRAM IN ORGANIZATIONAL CHANGE

LOCATION: Stanford, California

DURATION: 2 weeks

TUITION: \$4,600 (1985) including room and meals

PARTICIPANTS: This program is designed for 36 participants who are primarily senior line managers. A few human resource executives are also admitted, however special consideration is given to those human resource executives who apply in partnership with a senior line executive from their company.
Salary Range N/A

SUBJECT MATTER: The 1986 program focuses on recent research of human behavior and factors that affect behavior in organizations with emphasis on their applicability to actual situations. The principal topics to be covered: Evolving Models of Individual Behavior, Organizational Design, Characteristics of Outstanding Organizations, Characteristics of Effective Leaders, Models and Strategies of Planned Organizational Change, Alternative Organizational Change Approaches, Power in Organizations, and Ethical Implications of Planned Change.

TEXAS A&M UNIVERSITY
ADVANCED MANAGEMENT PROGRAM

LOCATION: College Station, Texas

DURATION: 4 weeks

TUITION: \$5,200 includes lunches but excludes room

PARTICIPANTS: The program can accommodate 40.
Salary Range Not available

SUBJECT MATTER: Strategy-focused management, Accounting and Finance,
Management of Human Resources, and Systems and Controls.

COMMENT: This is an established program distinguished by strong
emphasis on strategic issues facing the corporation.

TEXAS A&M UNIVERSITY
MANAGEMENT DEVELOPMENT PROGRAM

LOCATION: College Station, Texas

DURATION: 2 weeks

TUITION: \$2,350 excluding room and most meals

PARTICIPANTS: The program can accommodate 50 participants.
Salary Range N/A

SUBJECT MATTER: Human Resources & Organization, Finance, Information
Systems & Decision-Making, and Marketing.

COMMENT: This program is a relatively new, somewhat brief (two
weeks), exposure to general management and emphasizes
human and organization issues and financial management.
It is particularly useful to line operating middle
managers who want a broader exposure to overall business
problems.

UNIVERSITY OF CALIFORNIA, BERKELEY
THE EXECUTIVE PROGRAM

LOCATION: Berkeley, California

DURATION: 4 weeks

TUITION: \$7,100 including room and meals

PARTICIPANTS: The program accommodates 40-50 participants.
Salary Range N/A

SUBJECT MATTER: Focuses on the forces shaping the environment and the modern organization, including domestic and international economic changes, world geopolitics, social and legal trends, industrial relations, technical and scientific developments (especially energy) urban, state and national politics. The program is divided into three parts: Organizational Structure and Strategic Management, The Economic Environment of the Enterprise, The Social and Political Environment of the Enterprise.

COMMENT: This program has a long established reputation of usefulness to upper level executives with a strategic concern for the external environment in which their companies operate. Although sponsored by the Graduate School of Business, it draws its faculty from a wide range of disciplines throughout the University. Participants should be of a turn of mind to reflect thoughtfully on new ideas and concepts of forward looking scholars and scientists.

UNIVERSITY OF CHICAGO
MANAGEMENT DEVELOPMENT SEMINAR

LOCATION: Vail, Colorado

DURATION: 3 weeks

TUITION: \$3,100 plus about \$1,600 for room and meals

PARTICIPANTS: Each session can accommodate 45 participants.
Salary Range \$42,000-\$165,000 Median \$73,000

SUBJECT MATTER: The curriculum is divided approximately equally between the following areas: Self-Assessment and Self-Management, Leadership in the Organization, Directing and Developing Others, Organizational Communication, Coordinating Work Across Departmental Lines, Managerial Decision Making, Organizational Behavior and the Skillful Use of Influence, Responding to a Changing Environment, Individual Assessments for Career Planning.

COMMENT: This is a strong program concerned with developing leadership and managerial skills. It focuses on self-assessment and on the understanding of human relationships within complex organizations.

UNIVERSITY OF HOUSTON
EXECUTIVE DEVELOPMENT PROGRAM

LOCATION: Houston, Texas

DURATION: 3 weeks

TUITION: \$4,000. Hotel accommodations and unscheduled meals are estimated at an additional \$1,300.

PARTICIPANTS: The program accommodates 35-40 participants.
Salary Range Not available

SUBJECT MATTER: Three themes are emphasized: The Job of the General Manager--Roles, Skills, and Functions; Managing Productivity and Quality; and Managing for Organizational Effectiveness: Strategy/Environmental Analysis - social, legal, economic, technological, etc. Organizational Behavior - Human Performance, Organizational Design, Human Resources Management, Corporate Culture Managerial Analysis - Accounting and Finance, Microcomputers, Decision Support Systems, Enrichment - Stress and Time Management, Values, Ethical Issues, Integrative -Case Analysis, Productivity and Quality, General Manager's Job.

COMMENT: This general management program emphasizes self-assessment to heighten managerial abilities.

UNIVERSITY OF IOWA
EXECUTIVE DEVELOPMENT PROGRAM

LOCATION: Iowa City, Iowa

DURATION: 2 weeks

TUITION: \$2,750 including room and meals.

PARTICIPANTS: The program can accommodate up to 32 participants.
Salary Range \$30,000-\$160,000 Median \$51,000

SUBJECT MATTER: The program covers five modules: Developing the Business Plan - Marketing Factors, Production Planning, Micro-computer/Operations Planning, Accounting Issues, Strategic Management - Strategic Formation and Implementation, Marketing Strategic Decisions, Human Resource Concerns - Legal Issues, Career Development, Stress Management, Productivity through People - Management Principles, Motivation and Control, Organizational Effectiveness, Strategies of Change, Environmental Issues - Social Environment in the 1980's, Business Law and Society, Economic Environment: National and International.

COMMENT: This program uses its two weeks effectively emphasizing business planning and strategy, as well as issues having to do with leadership and the management of human resources. Participants are middle management executives from Iowa and neighboring states.

UNIVERSITY OF MICHIGAN
EXECUTIVE PROGRAM

LOCATION: Ann Arbor, Michigan

DURATION: 4 weeks

TUITION: \$7,500 including room and meals except Saturday dinner and Sunday meals.

PARTICIPANTS: Each session can accommodate 50-60 participants.
Salary Range \$54,000-\$150,000 Median \$102,000

SUBJECT MATTER: The Executive Program offers participants both a deeper understanding of all functional areas and an appreciation of the general manager's role in integrating functional area activities and decisions. The subject matter is fully integrated and presented in parallel by the core faculty and others. The curriculum includes the following topics: Corporate Strategy, Financial analysis and Economics, Strategic Marketing Planning and Management, Human Resource Management, Information and Decision Technology.

COMMENT: This program has been redesigned in recent years to emphasize a basic core of subjects fundamental to management education. It is a solid educational experience for participants.

UNIVERSITY OF NEW HAMPSHIRE
EXECUTIVE DEVELOPMENT PROGRAM

LOCATION: Durham, New Hampshire

DURATION: 3 weeks

TUITION: \$4,700 including room and meals

PARTICIPANTS: The program is designed for a relatively small number
(25) of upper and middle managers.
Salary Range N/A

SUBJECT MATTER: The program is presented in five subject areas:
Managerial Accounting and Finance, Human Resource
Development, Formulating Plans and Strategy, Marketing,
Operations Management.

COMMENT: This program is a mid-level management program, small in
size (20-30 participants) but taught intensively.

UNIVERSITY OF PITTSBURGH
MANAGEMENT PROGRAM FOR EXECUTIVES

LOCATION: Pittsburgh, Pennsylvania

DURATION: 5 weeks

PARTICIPANTS: Each session can accommodate 40 participants.
Salary Range \$50,000-\$125,000+ Median \$65,000

SUBJECT MATTER: Special emphasis on planning and strategy brings into focus the interrelationships among other subjects in the curriculum. Major attention is given to leadership considerations highlighted by the Self-Assessment Workshop. Behavioral Science/Leadership, Planning, Policy and Strategy, Management Science Concepts & Applications, Marketing Analysis and Planning, Financial Management, Accounting and Control, Corporate Environmental Influences, International Business.

COMMENT: This is one of the oldest of U.S. executive programs. While corporate planning and strategy constitute the core, finance and accounting, is also emphasized. In 1986 the program is shortened from six to five weeks.

UNIVERSITY OF SOUTHERN CALIFORNIA
SUMMER EXECUTIVE PROGRAM

LOCATION: Los Angeles, California

DURATION: 4 weeks

TUITION: \$6,600 including room and meals

PARTICIPANTS: The program is designed for 45-50.
Salary Range: N/A

SUBJECT MATTER: This program focuses on the total environment in which the chief executive operates. Strategic Management, Business Forecasting, The Strategic Planning Process, Strategy, and Structure, Development of Organization Culture and Values; Business in a Changing Environment, World Business Conditions, Political & Economic Systems, Ethics in Business, Marketing in the 80's, Executive Decision Making, Setting Organizational Goals, Managerial Control, Financial Analysis, Human Resource Management, Executive Styles, Collaborative Negotiation, Managing Conflict, Executive of the Future, Changing Role of Management, Leading vs. Managing, Changing Communication Roles.

COMMENTS: This program places emphasis on managerial decision making, strategic thinking, and financial planning and control. A substantial proportion of participants come from Latin America and the Pacific Basin.

UNIVERSITY OF VIRGINIA
THE EXECUTIVE PROGRAM

LOCATION: Charlottesville, Virginia

DURATION: 6 weeks

TUITION: \$11,500 including room and meals.

PARTICIPANTS: Participants come generally from upper middle and senior management of large companies.
Salary Range N/A

SUBJECT MATTER: The program, emphasizing managerial problem-solving and decision-making, encompasses analytical techniques and several functional areas of business and their interrelationships. The participant develops an appreciation of the environment in which business functions and the role of corporate strategy and planning in this environment. The specific courses tend to merge their identities to offer a broad continuum of development in the skills of business management and executive approach. The following subject areas are integrated throughout the program: Managerial Finance and Accounting, Business Policy, Government and Business, Human Behavior in Organizations, Marketing, Operations, Economics.

COMMENT: This program is a well established general management program. It is the centerpiece of an array of executive programs offered by the Darden School.

APPENDIX E

GLOSSARY

Academic Year (AY) - A period normally encompassing two semesters or the equivalent. Ensuing vacation period or summer session is not normally included.

Advanced Civil Schooling (ACS) - ACS includes graduate education (masters and doctorate) and Training With Industry(TWI).

Advanced Professional Development Course (APDC) - The elective program for the US Army Command and General Staff College.

Alternate Special - A second specialty, in addition to an officer's primary specialty, which is designated at the completion of the officer's 8th year of Active Federal Commissioned Service for professional development and utilization.

Army Educational Requirements Board (AERB) - A DA board composed of specialty proponent representatives which reviews requests for ACS validation submitted by the field. Generally, the board meets every 1 to 2 years. Board recommendations are forwarded to the DCSPER for approval. The approved board results currently provide the basis for the Fully-Funded Program.

Army-wide Support Jobs - Army-wide support jobs are those jobs (duty positions) that are not related at all, or only remotely related, to the specialty to provide its fair share of officers for the overall operation of the Army. These positions are extremely important to the day-to-day performance of the Army's mission and to the officer's professional growth but do not contribute to building the officer's technical competence in the specialty. Examples of these positions might be ROTC PMS, some training center jobs, some installation staff jobs, or recruiting duty.

Assessment - The measure of the growth or decline in educational or skill attainment that takes place over time in key learning areas. PDOS specifically intends that assessment not be used as part of the formal evaluation system (OER) nor tied to a selection process. Its purpose is to provide feedback to the individual and to the system for recalibration.(PDOS)

Attribute - Any belief, value, ethic, character trait, knowledge, or skill possessed by a person.(FM 22-100)

Beliefs - Assumptions or convictions that a person holds to be true regarding people, concepts or things.(FM 22-100)

Career Officer - An officer appointed in the Regular Army or a US Army Reserve officer in voluntary indefinite status.

Certify - To confirm that an officer has completed (i.e., validated) all requirements established by the applicable Military Qualification Standard (MQS) and is qualified in that specialty at that level.

Character - The sum total of an individual's personality traits and the like between a person's values and his behavior. It allows a person to behave consistently according to individual values, regardless of the circumstances.(FM 22-100)

Coaching - A form of teaching that involve communicating detailed instructions and on-the-spot feedback in a way that helps one learn a skill or accomplish a task.(FM 22-100)

Cohesion - The mental, emotional, and spiritual bonding of unit members that results from respect, confidence, caring, and communication. It is intertwined with discipline and is necessary for a unit work as a smoothly functioning team.(FM 22-100)

Committee on Excellence in Education (COE also COEE) - A blue ribbon ad hoc group convened to oversee education in DOD.

Common Core - The set of officer skills, attributes, knowledge and proficiencies, based on the Fundamental Principles of Officer Professional and Leadership Development that extends through all levels of professional development. The common core provides officers with a professional development guide for what he must be should know and should be able to do.

Communication - The exchange or flow of information and ideas from one person to another. The process involves a sender transmitting an idea, information, or feeling to a receiver.(FM 22-100)

Complementary Specialties - Specialties that, when paired, function well together to derive the maximum benefit from an officer's skills and experience. Specialties may complement each other because of similar skills requirements. Two specialties may be complementary because the utilization rates or position requirements of one are the inverse of the utilization rates or position requirements of the other at the various grades. Certain accession specialties may pair well with an advanced entry specialty because it is a natural progression in that particular field. All of the above or combinations of the above, should be considered when determining those specialties that complement a particular specialty.

Computer Literacy - The knowledge of what a computer is and the functions it may perform. One who is computer literate has the ability to apply computer-related terms, concepts and capabilities to one's job. Computer literacy skills equate to oral and reading skills. The concept of computer literacy in an education setting is not simply learning to manipulate a word processor or spread-sheet nor is it learning how to program a computer. Those tasks are skills-based which are learned through training. Within an educational context, computer literacy

refers to the capability to use the computer as a tool for gathering, processing and communicating information related to tasks learning process. In an organizational setting, it refers to using it for intelligent application and amplification of learned knowledge and skills.

Control Specialty - A means to account and validate for officers by specialty. It is the specialty in which officers are requisitioned and assigned, against which they are accounted, and in which they join the organization which initiated the requisition.

Coordination - Bringing into a common action, movement, or condition; regulating and combining in harmonious action.(FM 22-100)

Core Jobs - Core jobs are those jobs (duty positions) that are at the heart or "guts" of a specialty and require the officer to perform tasks, on a day-to-day basis, that make use of this knowledge and expertise in the specialty. Therefore, core jobs are central to professional development in the specialty, i.e., they provide the skills and knowledge, through on-the-job training and experience on a daily basis, that are needed to build the officer's technical competence in the specialty at each grade level. As an example, for the Armor captain these jobs might be company command, bn staff, asst bde S3, service school instructor, combat/training developer, etc.

Counseling - Talking with a person in a way that helps that person solve a problem or helps to create conditions that will cause the person to improve his behavior, character or values.(FM 22-100)

Course of Instruction (COI) - A training management document which specifies the purpose, prerequisites, content, duration and sequence of instruction for formal resident and nonresident courses.

Development Period - A phase in an officer's career, bounded usually by promotion, during which he acquires a given set of cognitive skills, operates within specified bounds of authority, bears a certain level of responsibility and contends with some degree of complexity and uncertainty. The development period represents an envelope of assignments during which we can identify general and branch or functional area specific attributes, skills and performance standards for officers to attain based on the range of positions they are likely to hold.

Directing - The thinking skills of leadership, including setting goals, problem solving, decision making and planning.(FM 22-100)

Discipline - The prompt and effective performance of duty in response to orders, or taking the right action in the absence of orders. A disciplined unit forces itself to do its duty in any situation.(FM 22-100)

Education - This involves how to think and decide and the learning of new concepts. The result is the development and growth of the mind. A product of education is the acquisition of insight--an understanding of the meaning of concepts; and understanding of how to articulate one's intent and frame of reference; an understanding of contexts. The distinction between training and education is important in that it permits a comparison of present with future needs for the Army. This distinction underlies the general thrust of Appendix P.

h. EDUCATION AND TRAINING METHODS. Those methods which should be emphasized to support the individual officer, units and organizations and unit and school MENTORS in performing their professional development roles during each Development Period.

Esprit - The spirit, the soul, the state of mind of the unit. It is the overall consciousness of the unit that the soldier identifies with and feels a part of.(FM 22-100)

Ethics - Rules or standards that guide individuals or groups to do the moral or right thing. A code of ethics is a set of moral principles or values.(FM 22-100)

Evaluation - Judging the worth, quality or significance of people, ideas or things.(FM 22-100) A systematic process of determining the effectiveness of educational endeavors in light of evidence. It includes appraisal of achievement, diagnosis of learning and assessment of progress. PDOS specifically intends evaluation to be part of either the formal evaluation system (i.e., OER) or the selection process.

Fields of Study - A group of similar academic disciplines, e.g., business administration banking and finance, comptrollership, accounting, etc.

Full-time ACS - The officer's duties are exclusively graduate schooling or Training With Industry (TWI) in excess of 20 weeks. Graduate schooling programs include the Fully-Funded Program & Partially-Funded Programs.

Frame of Reference - The officer's breadth of perspective, a measure of his capacity to understand things and to assert control over them. The frame of reference is the sum total of an officer's understanding of himself, his role, his organization his subordinates and the cause and effect in the flow of events around him, all of which determine his capacity for proactive control of his environment, his ability to deal with uncertainty and complexity and his perspective in terms of time.

Futures Research - A discipline concerned with the study of alternative futures. It treats long-term forecasting as an open-ended analytic problem and seeks to better understand the issues, the stakeholders and the uncertainty of the future from both controllable and uncontrollable forces. Some key features of the futures research approach are:

- a. It is a learning process.
- b. It explicitly includes uncertainty.
- c. It always includes time as an explicit variable.
- d. It seeks "robust" solutions (ones which remain favorable over prolonged periods and under a wide variety of scenarios).
- e. It is always part of a continuing process.

General Officer Management Officer (GOMO) - An element of the Office Chief of Staff, Army which provides management for O-6(P) and higher grade officers.

Gestalt Based - A school of thought which affirms that response to experiences are based on an unanalyzable whole rather than on specific elements of a situation.

Human Nature - The common qualities of all human beings.(FM 22-100)

Implementing - The action skills used to achieve goals, including communicating, coordinating, supervising and evaluating.(FM 22-100)

Impression/Behavior/Role Models - Theoretical education and knowledge models which form the basis for a majority of the Army's post-commissioning service school training.

Insight - Ideas and thought derived internally from an ability to see and understand clearly the nature of things. A necessary part of making judgements, of deciding, of "putting it all together," "of being aware," of wisdom and farsightedness. Answers the question: What does this mean? What is important in this situation? Insight cannot be taught directly, but can be induced by well educated, experienced faculty, using appropriate teaching methods. Generally, a product of education rather than of training.

Knowledge - Information, data, facts, theories, concepts. The factual basis of any course of learning. Answers the question: What should I know? May be achieved by many learning methods. Knowledge is highly perishable if not used routinely.

Leadership that implements - Communicating, coordinating, supervising, and evaluating.(FM 22-100)

Leadership that provides direction - Goal setting' identifying, analyzing, and solving problems; decision making; and planning.(FM 22-100)

Leadership that motivates - Applying the principles of motivation, teaching, coaching, and counseling.(FM 22-100)

MEL 4 Distribution Plan - A distribution plan developed at HQDA which defines a specified minimum allocation of officers possessing a Military Education Level (MEL) 4, or Command and Staff College level education, commensurate with established priorities.

Mentor - A leader involved in developing (through education, socializing and training) an individual by being for that individual a role model, teacher, coach, advisor and guide. A school faculty mentor has the additional responsibilities of writing doctrine and developing courses.

Method of Instruction (MOI) - The means for presenting instructional material to learners.

Military Education (ME) - The systematic instruction of individuals in subjects which enhance their knowledge of the science and the art of war.

Military ethics - Guidelines that help leaders lead in a professional manner.(FM 22-100)

Military leadership - The process by which a soldier influences others to accomplish the mission. He carries out this process by applying his leadership attributes (beliefs, values, ethics, character, knowledge, and skills).(FM 22-100)

Military Qualification Standards (MQS) - An Army-wide officer training system that identifies the skills and knowledge which officers must acquire in order to perform his duties effectively. It involves the officer, his commander and the service school in his professional development.

MQS I - Provides the officer with the military skills, knowledge and education which are required of an officer to embark upon a successful career in the US army. Performed at precommissioning.

MQS II - Provides the officer with the skills and knowledge for initial branch qualification and to continue to broaden and deepen his professional military education performed at the lieutenant level.

MQS III - Provides the officer with the skills and knowledge to qualify those officers in his specialty at the intermediate level and to continue the broadening and deepening of his professional military education; performed at the captain level.

MQS IV and V - Provides the officer with the skills and knowledge to acquire the fundamentals of Army and Joint staff procedures and expand their basic knowledge of the doctrinal basis for combined arms employment; performed at the major and lieutenant colonel level.

MQS Manuals - Common or specialty task manuals. They provide a set of standardized tasks, common and branch specific, that explain the "why, what, who, where, when and how" for each task.

Morale - The mental, emotional, and spiritual state of an individual. It is how a soldier feels--happy, hopeful, confident, appreciated, or worthless, sad, unrecognized, depressed. High moral strengthens courage, energy, and the will to fight.(FM 22-100)

Motivating - The skills necessary to influence human nature, and to guide motivated people to carry out plans and programs, including applying the principles of motivation (such as aligning it and individual goals and rewarding behavior that leads to the achievement of unit standards and goals), teaching and counseling.(FM 22-100)

Motivation - The combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Influencing people's motivation means getting them to want to do what you know must be done.(FM 22-100)

Nonresident Instruction (NRI) - Any training not conducted in residence including that provided through correspondence/extension courses developed and approved by a military service to meet a specific training requirement of that service for career development or skill acquisition/progression.

Officer Personnel Management Directorate (OPMD also OPD) - An element of US Army Military Personnel Center. Specialty managers (assignment officers) and professional development officers execute the DA responsibility for OPMS managed officers.

Officer Professional Development - The development of the professional attributes and capabilities of the Army officer to meet the needs of the Army through planned assignments and schooling.

On-the-job-experience (OJE) - A training process whereby knowledge and skills are acquired through performance of duties.

OPMD Managed Officers - Officers who are managed by the Officer Personnel Management Directorate, US Army Military Personnel Center.

Physical Confidence and Health - Vigorous, demanding physical activity, physical well-being and the self confidence engendered by regular physical activity regardless of age. Physical confidence also enhances the self-image.

Practice, Practical Judgement - An ability to determine the vital from the unimportant, the immediate from the casual and truth from deception. It is improved by experience.

Professional Army Ethic - The basic professional beliefs and values that should be held by all soldiers: loyalty to the ideals of the Nation, loyalty to the unit, personal responsibility, and selfless service.(FM 22-100)

Professional Development Periodical - Published news and policies affecting all officers to include policy changes, board dates, zones of consideration and changes in the "Common Core."

Professional Development (PD) ROADMAP - Describes and provides guidance for the officer's professional development.

Professional Military Education (PME) - A portion of MQS I which requires an individual to complete one undergraduate course from each of the following designated fields of study: Written Communication, Human Behavior and Military History. Also, it consists basically of a reading program composed of selected items from various sources.

Projected Specialty - The personnel manager's recommendation of the most appropriate specialty for an officer's next assignment which will be consistent with Army requirements and further the officer's professional development.

Quality - A trait or characteristic of a person.(FM 22-100)

Related Specialties - Specialties that require many of the same skills and knowledge. Complementary specialties are generally also related specialties, but the reverse statement is not necessarily true. For instance, if two closely related specialties both have few field grade position requirements then they probably would not be a compatible pairing and hence, not complementary.

Related Jobs - Related jobs are those jobs (duty positions) that require the performance of tasks that draw on the knowledge, skills and experience from the specialty at that grade, but they do not normally require the officer to exercise these skills on a day-to-day basis. Related jobs do, however, serve to increase the officer's technical competence in the specialty while contributing to his professional growth. Examples might be reserve components advisor, specialty related training center positions, some DA/MACOM staff officers, readiness region positions, some installation staff positions, etc.

Reserve Components - Army National Guard of the United States and the US Army Reserve.

Review of Education and Training for Officers (RETO) - The study group which conducted this study and prepared this report. The group as established in August 1977 within the Office of the Chief of Staff, Army to develop policies and program for professional education and training of officers which meet Army requirements and individual career development needs. The study was completed on 30 June 1978.

School Year (SY) - A period normally encompassing approximately 9 months associated with longer permanent change of station courses. The year in which training is begun.

Self-Development - The process by which each individual officer accepts primary professional development responsibility to progressively grow in mind, body and spirit to meet his individual potential.(PDOS)

Single-Minded Tenacity - An imaginative, driving intensity to accomplish the mission using everything that was available or could be created.

Skills - Abilities which can be developed and are manifested in specific levels of performance. They may not be manifested in the "potential" to do other or higher levels of performance. Are developed through learning so as to manipulate factual knowledge. Answers the question: What should I be able to do? Categories of skills include:

- a. Information-retrieval skills--reading, researching, hearing.
- b. Communication skills--writing, speaking, using languages.
- c. Technical and tactical skills--performance within a specific activity; e.g., map reading, marksmanship.
- d. Human relationship skills--the ability to work effectively as a group member and to build cooperative efforts within a team.
- e. Leadership skills (e.g., counseling).
- f. Analytical and conceptualization skills--problem identification, problem solving, decision making, planning, estimating the situation, synthesizing, inducing, structuring, systems analyzing. These skills vary at different cognitive levels.

Soldier - A man or woman serving in an army; member of an army; a person of military experience or military skill; a person who works for a specified cause; a skilled warrior; a militant leader, follower or worker.

Special Staff Jobs - Special staff jobs are those jobs (duty positions) that generally do not related directly to the specialty and may be somewhat out of the organizational mainstream but provide an opportunity to expose the officer at that grade to a perspective that he would not otherwise receive. The importance of these positions is that the officer gains a set of experiences that are beneficial to broadening his capabilities as an officer and hence, enhancing his usefulness to the Army. Examples of these jobs might be aide-de-camp, protocol officer, race relations officer, special study groups and projects, etc.

Specialty Education - Education pertaining to the knowledge and skills associated with an officer's primary or alternate specialty.

Special Study Projects (SSP) - A grouping of hours in the curriculum of US Army Command and General Staff College for individual and group projects.

Stress - Pressure of tension; any real or perceived demand on the mind, emotions, spirit or body.(FM 22-100)

Supervision - Keeping a grasp on the situation and ensuring that plans and policies are implemented properly.(FM 22-100)

System-Wide Issues - The name given by the PDOS Study Group to a concept (e.g., "warrior spirit," "art and science of war") that was not peculiar to a particular Development Period (e.g., Development Period: Captain). The analysis of these issues provided the threads to weave the fabric that ties the desired Officer Professional Development System together.

Tactical Exercise Without Troops (TEWT) - War games and a simulations often assisted by automation are conducted without troops.

Teaching - Creating the conditions that cause someone to learn and develop. Coaching, counseling, rewarding and taking disciplinary measures are all part of teaching.(FM 22-100)

Training - Yields skills for performing duties in specific work assignments. Teaches individuals how to do something. Learning some specified pattern of behavior. It transmits past experience or "known" knowledge.

Training With Industry (TWI) Program - TWI is a cooperative training program between the Army and select civilian corporations. Participating officers generally are dedicated for a 1-year tour. The program is not degree producing (See AR 621-108 & AR 621-1).

Trait - Any distinguishing quality or characteristic of a person. A person demonstrates that he possesses a trait, such as moral courage, by consistently behaving in a morally courageous way, regardless of the situation. For a trait to be developed in a person, the person must first believe in an value that trait. For example, before a person can have moral courage, he must believe and value moral courage. Therefore, moral courage must be a belief and a value of a person before it can become a trait of that person. Traits must first be believed in and valued before a person can posses them as traits.(FM 22-100)

Transition Point - The time between development periods when an officer, having completed one phase of duties, prepares for the next in which his frame of reference must be broader if he is to perform successfully. Transition points imply the need to expand an officer's frame of reference through intensive education or training before he enters the new development period.

Trend: A statement that something has specific direction and movement (as opposed to an "event" which is a statement that something occurs at a specific point of time).

Validate - To verify that the desired goal and objective have been achieved.

Validating Officer: The officer designated by the certifying officer that validates specific requirements of MQS. This is usually the officer's commander or immediate supervisor.

Values - Ideas about the worth or importance of things, concepts and people. They come from a person's beliefs.(FM 22-100) Includes attitudes toward professional standards such as duty, integrity, loyalty, patriotism, public service, taking care of one's subordinates, accomplishing the mission. Answer the questions: What do I believe? Where do I draw the line? Values, like insights, must be derived by the individual, personally, if values are to have meaning. Values may be derived, induced or precipitated by knowledge about values, their importance to professionalism and the statements and behaviors of others (specifically mentors) about personal commitment to values.

Warrior - A person engaged in or experienced in war, warfare or battle; a fighting man' soldier, serviceman, military man; brave fighting man, legionnaire, man-at-arms, rifleman.

Warrior Spirit - The state of mind and preparedness required of each officer which blends all the physical, mental, moral and psychological qualities essential for an officer to successfully lead the Army in its mission of protecting the Nation.

Warrior Spirit Characteristics - Officers with the Warrior Spirit are:

- o Physically and mentally tough
- o Self-confident
- o Motivated to exceed standards
- o Skilled in the fundamentals of weapons, tactics, and doctrine
- o Calm and courageous under stress
- o Eager to accept responsibility for protecting the Nation
- o Action-oriented

END

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